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ABSTRACT

Designed to assist institutions in evaluating the current status of their academic advising program, this manual provides guidelines and materials used to conduct a four-step audit. Following a brief introduction, an overview of the audit procedure is presented. The next four sections, corresponding to the steps in the audit, are presented: (1) Information Gathering, including a detailed survey instrument designed to collect information about the institution, advising in the academic unit or department, advising offices, and overall institutional effectiveness; (2) Evaluation, which provides a scoring key and accompanying explanation for each item of the survey instrument; (3) Analysis, which provides a key for use in grouping item scores by categories and includes guidelines for identifying areas of strength and weakness; and (4) Action Planning, which offers a series of recommendations for further review, study, and action in areas such as the delivery of advising services; the selection, training, and development of advisors; and advising information systems. The final section, which constitutes the bulk of the manual, consists of additional resources for the development and evaluation of advising programs, including six survey instruments; "The Third ACT (American College Testing Program) National Survey on the Status of Academic Advising," by Wesley R. Habley, and David S. Crockett; "CAS (Council for the Advancement of Standards for Student Services/Developmental Programs) Standards and Guidelines for Student Services/Development Programs"; "CAS Academic Advising Self Assessment Guide"; and a 64-item annotated bibliography. (JSP)

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Academic Advising Audit

An Institutional Evaluation and Analysis of the Organization and Delivery of Advising Services

David S. Crockett

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The American College Testing Program (ACT) is an independent, nonprofit organization that provides a variety of educational services to students and their parents, to high schools and colleges, and to professional associations and government agencies. Founded in 1959, ACT was best known during the 1960s for its standardized college admissions testing program. In the years since then, ACT has developed a full range of programs and services in the areas of college admissions and advising, career and educational planning, student aid, continuing education, and professional certification. Today, as in 1959, ACT is guided by the belief that the quality of education depends, in part, on the quality of the evaluative information available to the participants.

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About the Author . . .

David Crockett has been a teacher, campus/agency administrator, and lecturer in higher education. He is a nationally recognized authority on the subject of academic advising in colleges and universities and has done extensive reviews of the literature and research on the topic of academic advising. He has served as editor of two major resource documents designed to assist college personnel in improving the advising process and has contributed to other publications on the topic of academic advising. He has also authored several articles related to academic advising, including the second National Survey on Academic Advising (1982). Mr. Crockett was the recipient for ACT of the First Research Award for Outstanding Contribution to the Field of Academic Advising from the National Academic Advising Association.

Mr. Crockett, who has directed nearly 50 national academic advising seminars attended by over 3,000 college administrators and faculty from more than 800 campuses, presented the keynote address at the Second Annual National Academic Advising Conference. He has frequently delivered presentations on academic advising at professional association meetings and has conducted numerous campus consultations focusing on advisors.

Table of Contents

Introduction 1

The Procedure 3

Information Gathering 5
General Information 6
Advising in the Academic Unit or Department 8
Advising Offices 12
Overall Institutional Effectiveness 13

Evaluation 15
General Information 16
Advising in the Academic Unit or Department 24
Advising Offices 34
Overall Institutional Effectiveness 36

Analysis 39

Action Planning 43
Recommendations 44
    Management of Advising 44
    Advising Policy 44
    Evaluation 44
    Advisor Contact and Load 44
    Delivery of Advising Services 44
    Recognition/Reward System 44
    Advisor Training and Development 44
    Advising Information System 45
    Selection of Advisors 45
    Advising Center 45
Action Planning Guide 45

Resources 47
Some Assumptions About Academic Advising 48
Survey of Advising Priorities 51
Advisor Perception Inventory 53
Prescriptive-Developmental Academic Advising Continua 54
Overall Institutional Effectiveness 55
The Third ACT National Survey on the Status of Academic Advising 56
CAS Standards and Guidelines for Student Services/Development Programs 123
CAS Academic Advising Self Assessment Guide 133
Additional Reading 164
    Academic Advising (General) 164
    Developmental Advising 165
    Advising and Student Persistence 166
    Advisor Training 167

Evaluation of Advising 168
Management of Advising 169
Advising Special Populations 169
Delivery of Advising Services 170
Faculty Advising 171
Peer Advising 171
Computer Assisted Advising 171
Advising Centers 172

Introduction

An increasing number of institutions now view effective advising as an essential component of the higher education process. These institutions recognize that good advising is vital to students as they define and develop their interests, abilities, and goals. They also know that good advising does not just happen; it is the result of a carefully developed institutional plan and a commitment to excellence in advising. The "bottom line" of effective advising is improved educational/career planning, academic success, student growth and development, and lower dropout rates.

This Audit is designed to assist institutions in evaluating the current status of their advising program. Results of the audit should reveal areas of strength and areas where improvement may be needed.

The author wishes to express appreciation to Dr. Wesley R. Habley, Director, ACT Assessment Program Services, whose ideas on organizational models are included in the Audit.

The materials contained in the Audit are intended for use in enhancing academic advising in colleges and universities, and reproduction of any, or all, of the materials is permitted. Credit should be given to the American College Testing Program.

A fundamental purpose of both the American College Testing Program and academic advising is to assist students in informed educational and career decision making. Because of this commonality of purposes, ACT is pleased to make this Audit available to those interested in improving the organization and delivery of advising services on their campus.

The Procedure

The following audit takes you through a four-step process very similar to that which an external consultant might follow if called upon to review your academic advising program. In this case you are serving as your own consultant.

The elements reviewed in the Academic Advising Audit are those that have been identified in the research on academic advising as being important characteristics in the organization and delivery of effective advising services. In this sense, the audit is **not** empirically based. The items have face validity because they are related to elements that have most frequently been associated with successful advising programs. The audit should not be viewed as a scientific instrument, but rather as an evaluation tool that can be helpful in assisting the user to analyze and improve advising services for students. Like any tool, the audit has some limitations. For example, the audit addresses the organization and delivery of advising services more directly than it does the quality of advising by individual advisors.

Step 1: The Academic Advising Audit begins with **information gathering.** In Step 1 you are asked to respond to a series of questions relating to your undergraduate advising program.

Step 2: In this phase, you will conduct an **evaluation** of the information gathered through a self-scoring procedure. To assist you in understanding the element and the basis for the ratings, a brief explanation accompanies the questions and scoring key.

Step 3: Once the information has been collected and evaluated, you will carry out an **analysis** of the information. Questions and corresponding scores will be grouped and totaled by major categories so as to identify those elements which contribute positively to your advising program and those areas which may need improvement. In addition, specific reasons for these strengths and weaknesses can be identified.

Step 4: The final step is to begin **action planning.** A series of recommendations is presented for further review, study, and action.

At the conclusion of the audit you will find some suggestions for additional resources and materials to assist you in the further study and development of your academic advising program.

2/3

1

Information Gathering

Please respond to each of the following questions as it relates to the undergraduate advising program in your college. Respond on the basis of current status or practice, not on the basis of the way you would like your advising services to be conducted.

4/5

GENERAL INFORMATION

1. Indicate your type of institution.

____Two-year public college
____Two-year private college
____Four-year public college or university
____Four-year private college or university
____Other

2. Indicate the size of undergraduate enrollment at your institution.

____Under 1,000
____1,000-2,499
____2,500-4,999
____5,000-9,999
____10,000-19,999
____Over 20,000

3. Is one person assigned responsibility for coordinating/directing the campus advising system?

____Yes
____No (skip to question 7)

4. Which title listed below is closest to that of the individual responsible for coordinating the campus advising system?

____Director/Coordinator of Advising
____Director of Counseling
____Vice President/Dean of Academic Affairs
____Assistant Vice President/Dean of Academic Affairs
____Vice President/Dean of Student Affairs
____Assistant Vice President/Dean of Student Affairs
____College Dean or Department Chairperson
____Other, please specify ____________________

5. Approximately what portion of this person's time is spent in responsibilities related to the academic advising program?

____Less than one-quarter time
____One-quarter time
____Half-time
____Three-quarter time
____Full-time

6. What is the title of the person to whom the coordinator reports?

____President
____Vice President/Dean of Academic Affairs
____Assistant or Associate Vice President/Dean of Academic Affairs
____Vice President/Dean of Student Affairs
____Assistant or Associate Vice President/Dean of Student Affairs
____Dean of a College
____Other, please specify ____________________

7. Does your institution have a written policy statement on academic advising?

____Yes
____No (skip to question 10)

8. Which of the following elements are detailed in the statement on academic advising? (check all that apply)

____Philosophy of advising
____Goals of advising
____Delivery strategies
____Responsibilities of advisors
____Selection of advisors
____Responsibilities of advisees
____Training of advisors
____Evaluation of advisors
____Recognition/reward for advisors
____Other, please specify ____________________

9. How is your academic advising policy communicated? (check all that apply)

____Catalog
____Student handbook
____Faculty handbook
____Advisor handbook
____Recruitment materials
____Orientation materials
____Other, please specify ____________________
____
____

10. Does your institution provide special advising services for any of the selected student populations listed below that can be distinguished from services available to all students? (check all that apply)

____No
____Yes (indicate for which groups)
    ____Transfer students
    ____Students with undeclared majors
    ____Adult students
    ____Educational Opportunity Program students
    ____Academically underprepared students
    ____Pre-professional students
    ____Handicapped students
    ____Athletes
    ____Foreign students
    ____Honors

11. Does your institution regularly evaluate the overall effectiveness of your advising program?

____Yes
____No

12. Carefully consider the following statements and **check the one statement** which most closely describes the organization of advising on your campus. The choice of just one for the entire campus may be difficult, but it is important that you choose only one.

_____1. All students are assigned to an instructional faculty member for advising.

_____2. All students are assigned to an instructional faculty member for advising. There is an advising office which provides general academic information and referral for students, but all advising transactions must be approved by the student's faculty advisor.

_____3. There is an advising office which advises a specific group of students, e.g., undecided, underprepared, non-traditional. All other students are assigned to academic units and/or faculty for advising.

_____4. Each student has two advisors. A member of the instructional faculty advises the student on matters related to the major. An advisor in an advising office advises students on general requirements, procedures, and policies.

_____5. Staff in an administrative unit are responsible for advising ALL students for a specified period of time and/or until specific requirements have been met. After meeting those requirements, students are assigned to a member of the instructional faculty for advising.

_____6. Each school, college, or division within the institution has established a unit which is responsible for advising.

_____7. Advising for all students from point of enrollment to point of departure is done by staff in a centralized advising unit.

ADVISING IN THE ACADEMIC UNIT OR DEPARTMENT

Complete this section **ONLY** if some or all of the advising which takes place in your institution is done in the academic units (departments).

You are asked to check the extent to which the following items apply to academic units (departments) on your campus. When checking your response, please use **"MOST"** if it applies to at least two-thirds—but not all—of the departments, **"SOME"** for those situations that apply to more than a few but less than most, and **"FEW"** if it applies to only about one-third or less of the academic units or departments at your institution.

13. Students are **required** to contact their advisor on the following occasions:

	This applies to				
	ALL	**MOST**	**SOME**	**FEW**	**NO**
	academic units				
Class scheduling/registration	___	___	___	___	___
Adding a class	___	___	___	___	___
Dropping/Withdrawing from a class	___	___	___	___	___
Declaring a major	___	___	___	___	___
Changing a major	___	___	___	___	___
Following a report of unsatisfactory progress	___	___	___	___	___
Approval of graduation plans	___	___	___	___	___
Withdrawing from school	___	___	___	___	___
Other, please specify ______________________					
______________________________	___	___	___	___	___

14. During an academic term the average number of advising contacts between advisors and advisees in MOST academic units (departments) is:

____0 - 1
____2
____3 - 5
____6 or more

15. The average number of students assigned to each advisor in MOST academic units (departments) is:

____Less than 20
____20 - 40
____More than 40

16. Advisors commit the following percentage of their time to advising responsibilities in MOST academic units (departments):

____Not more than about 1%
____Between 1% and 5%
____5% - 15%
____More than 15%

17. The following people serve as academic advisors:

	This applies to ALL	 MOST	 SOME	 FEW	academic units NO
Department heads	___	___	___	___	___
Non-instructional personnel	___	___	___	___	___
Instructional faculty	___	___	___	___	___
Paraprofessionals (graduate assistants, practicum students, individuals hired during peak advising times)	___	___	___	___	___
Peers (undergraduate students)	___	___	___	___	___
Other, please specify ____________________ ______________________________	___	___	___	___	___

18. Faculty become academic advisors in MOST units (departments) under the following conditions:

____They volunteer.
____They meet certain selection criteria.
____They are required to advise.

19. Formal methods used to evaluate advisors include:

	This applies to ALL	 MOST	 SOME	 FEW	academic units NO
Student evaluation	___	___	___	___	___
Self-evaluation	___	___	___	___	___
Performance review by supervisor	___	___	___	___	___
Peer review	___	___	___	___	___
Other, please specify ____________________ ______________________________	___	___	___	___	___

20. Advisors are rewarded for advising in these ways:

	This applies to ALL	 MOST	 SOME	 FEW	academic units NO
Released time from instruction	___	___	___	___	___
Released time from committee work	___	___	___	___	___
Released time from research expectation	___	___	___	___	___
Salary increments for time spent in advising	___	___	___	___	___
A major consideration in tenure and promotion decisions	___	___	___	___	___
A minor consideration in tenure and promotion decisions	___	___	___	___	___
Awards for excellence in advising	___	___	___	___	___
Other, please specify ____________________ ______________________________	___	___	___	___	___

21. Mandatory training programs are offered in MOST academic units (departments).

____Yes
____No (skip to question 24)

22. Training programs for advisors include:

			This applies to		
	ALL	MOST	SOME	FEW	NO
			academic units		
A workshop of one day or less					
A workshop of more than one day					
A series of short workshops throughout the year					
Method varies by advisor					
Other, please specify ______					
______					

23. The following topics are included in training for advisors:

			This applies to		
	ALL	MOST	SOME	FEW	NO
			academic units		
Academic regulations, policies, and registration procedures					
Campus referral sources					
Counseling skills					
Interview skills					
Career and employment information					
Use of information sources (admissions test results, transcripts)					
Decision-making skills					
Importance of the academic advising					
Definition of advising					
Other, please specify ______					
______					

24. The following group advising formats are available to students:

			This applies to		
	ALL	MOST	SOME	FEW	NO
			academic units		
Credit or non-credit courses					
Workshops or seminars					
Small group meetings during orientation or registration					
Other, please specify ______					
______					

25. Support or reference materials routinely provided to advisors include:

	This applies to				
	ALL	MOST	SOME	FEW	NO
	academic units				
Aggregate data on student retention	___	___	___	___	___
Advising handbook	___	___	___	___	___
Employment outlook projections	___	___	___	___	___
Computerized student academic progress reports	___	___	___	___	___
Academic planning worksheets	___	___	___	___	___
Forms for anecdotal records or contracts	___	___	___	___	___
Articulation worksheets or agreements between institutions	___	___	___	___	___
Directory of campus referral sources	___	___	___	___	___
Other, please specify ________________					
________________________	___	___	___	___	___
No materials are provided	___	___	___	___	___

26. The following student information sources are routinely provided to advisors (check all that apply):

	This applies to				
	ALL	MOST	SOME	FEW	NO
	academic units				
Admissions application	___	___	___	___	___
High school transcript	___	___	___	___	___
ACT/SAT scores	___	___	___	___	___
Non-testing information reported through ACT/SAT programs	___	___	___	___	___
College transcript/grade reports	___	___	___	___	___
Locally administered interest/placement test results	___	___	___	___	___
Other, please specify ________________					
________________________	___	___	___	___	___

ADVISING OFFICES

Complete this section **ONLY** if your institution is best described by statement 2, 3, 4, 5, or 7 in question 12.

27. Students are **required** to contact the advising office on the following occasions (check all that apply):

____Class scheduling/registration
____When changing class registration
____When declaring a major
____When changing a major
____Following a report of unsatisfactory progress
____Before withdrawing from the institution
____For approval of a graduation plan
____Other, please specify ____________________
____Contact is not a requirement

28. What are the responsibilities of your academic advising office and its coordinator/director? (check all that apply)

____Advising on General Education requirements
____Advising transfer students
____Advising underprepared students
____Advising undecided/exploratory students
____Evaluating transfer credit
____Establishing and maintaining advising records
____Certifying graduation clearance
____Freshman orientation
____Training advisors campus-wide
____Preparing registration instructions and materials
____Developing a campus-wide advising handbook
____Evaluating campus advising services
____Coordinating all advising on campus
____Other, please specify ____________________

29. What is the approximate number of advisees assigned to each full-time equivalent advisor in your advising office?

____Fewer that 100 students
____100-199 students
____200-299 students
____300-399 students
____400-499 students
____500-599 students
____600-699 students
____700 or more students

30. Is the effectiveness of the advising office regularly evaluated?

____Yes
____No

31. Are training programs provided for advising office staff?

____Yes
____No (skip to question 33)

32. Check the topics included in advisor training.

____Academic regulations, policies, and registration procedures
____Campus referral sources
____Counseling skills
____Interview skills
____Career and employment information
____Use of information sources (admissions test results, transcripts)
____Decision-making skills
____Importance of the academic advising
____Definition of advising
____Other, please specify ____________________

33. Support or reference materials routinely provided to staff in the advising office include (check all that apply):

____Aggregate data on the student population
____Advising handbook
____Employment outlook projections
____Computerized academic progress records
____Academic planning worksheets
____Forms for anecdotal records or contracts
____Articulation worksheets or agreements between institutions
____Directory of campus referral sources
____Other, please specify ____________________
____No materials are provided

34. The following student information sources are routinely provided to advisors (check all that apply):

____Admissions application
____High school transcript
____ACT/SAT test scores
____Non-testing information reported through ACT/SAT programs
____College transcript/grade reports
____Locally administered interest/placement test results
____None
____Other, please specify ____________________

OVERALL INSTITUTIONAL EFFECTIVENESS

To Be Completed By All Respondents

35. The following goals for advising programs have been established by the National Academic Advising Association (NACADA). Consider whether your current advising services are delivered/designed in such a way that these goals are successfully achieved for **most** students. Use the following scale to rate each goal.

1 - Does not apply; no services have been implemented to address this goal
2 - Achievement not very satisfactory
3 - Achievement somewhat satisfactory
4 - Achievement satisfactory
5 - Achievement very satisfactory

_____ Assisting students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations)
_____ Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
_____ Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career considerations, and selection of courses)
_____ Assisting students in developing decision-making skills
_____ Providing accurate information about institutional policies, procedures, resources, and programs
_____ Making referrals to other institutional or community support services
_____ Assisting students in evaluation or reevaluation of progress toward established goals and educational plans
_____ Providing information about students to the institution, colleges, and/or academic departments

36. Using a scale of 1 (very ineffective) to 5 (very effective), rate the overall effectiveness of your institution's advising program on each of the following variables. Please make certain that you provide only **one rating for the entire advising program.**

1 2 3 4 5
| —— | —— | —— | —— |
Very Ineffective — Very Effective

_____ Providing for the advising needs of your students
_____ Providing advisors who are willing to participate in advising, have at least the basic skills necessary for advising, and have the time necessary to do an effective job of advising
_____ Identifying and selecting individuals to participate in advising
_____ Providing advisors with timely and accurate information on their advisees
_____ Providing for communication among and between deans, department heads, advisors, and the coordinator of advising, if such a position exists
_____ Implementing a training program for advisors
_____ Providing advisor accountability, both to a higher level of authority and to advisees
_____ Providing appropriate levels of coordination, direction, and supervision
_____ Systematically evaluating both the advising program and advisors
_____ Recognizing/rewarding quality advising
_____ Meeting student needs when combined with the expenditure of human and fiscal resources

37. List what you consider to be the three major strengths and weaknesss of your academic advising program.

Strengths:

1. ____________________

2. ____________________

3. ____________________

Weaknesses:

1. ____________________

2. ____________________

3. ____________________

2

Evaluation

You have now completed the information-gathering step of the audit and are ready to evaluate your responses. Most of your answers will be given a numerical rating or score. (Those items with no numerical rating are not scored for the purposes of this audit but do relate to some key elements in advising programs.) Record your score on the audit form for use in Step 3. An explanation accompanies the scoring key to aid you in interpreting the rationale for awarding points and to better understand the importance of the item to a successful advising program.

14/15

GENERAL INFORMATION

Scoring Key	Comments
1. Indicate your type of institution. ____Two-year public college ____Two-year private college ____Four-year public college or university ____Four-year private college or university ____Other 2. Indicate the size of the undergraduate enrollment at your institution. ____Under 1,000 ____1,000-2,499 ____2,500-4,999 ____5,000-9,999 ____10,000-19,999 ____Over 20,000	1-2. The type of institution you are and your undergraduate enrollment may influence to some extent how you organize and deliver advising services. For example, faculty-only models of advising are more common at small private institutions, while some form of centralized advising office is more popular at large public institutions. Your designation will also allow you to compare your advising program with results obtained at similar institutions (see *Third National Survey of Academic Advising*).

Scoring Key	Comments
3. Is one person assigned responsibility for coordinating/directing the campus advising system? (10) ____Yes (0) ____No (skip to question 7) 4. Which title listed below is closest to that of the individual responsible for coordinating the campus advising system? ____Director/Coordinator of Advising ____Director of Counseling ____Vice President/Dean of Academic Affairs ____Assistant Vice President/Dean of Academic Affairs ____Vice President/Dean of Student Affairs ____Assistant Vice President/Dean of Student Affairs ____College Dean or Department Chairperson ____Other, please specify ____________ 5. Approximately what portion of this person's time is spent in responsibilities related to the academic advising program? (1) ____Less than one-quarter time (2) ____One-quarter time (3) ____Half-time (4) ____Three-quarter time (5) ____Full-time 6. What is the title of the person to whom the coordinator reports? ____President ____Vice President/Dean of Academic Affairs ____Assistant or Associate Vice President/Dean of Academic Affairs ____Vice President/Dean of Student Affairs ____Assistant or Associate Vice President/Dean of Student Affairs ____Dean of a College ____Other, please specify ____________	3-6. When everyone is responsible for advising, no one is accountable! Effective advising programs, like most activities, need to be properly managed. Management typically consists of the following functions: planning, organizing, staffing, directing, and evaluating. Advising programs can obviously benefit from all these efforts. The result of good management of advising is that others are assisted in delivering the service because someone is responsible for carrying out these important functions in a systematic manner.

Scoring Key

7. Does your institution have a written policy statement on academic advising?

(10) ____ Yes
(0) ____ No (skip to question 10)

8. Which of the following elements are detailed in the statement on academic advising? (check all that apply)

(1) ____ Philosophy of advising
(1) ____ Goals of advising
(1) ____ Delivery strategies
(1) ____ Responsibilities of advisors
(1) ____ Selection of advisors
(1) ____ Responsibilities of advisees
(1) ____ Training of advisors
(1) ____ Evaluation of advisors
(1) ____ Recognition/reward for advisors
(1) ____ Other, please specify ____________

9. How is your academic advising policy communicated? (check all that apply)

(1) ____ Catalog
(1) ____ Student handbook
(1) ____ Faculty handbook
(1) ____ Advisor handbook
(1) ____ Recruitment materials
(1) ____ Orientation materials
(1) ____ Other, please specify ____________

____

____

Comments

7-9. Basic to developing an effective advising program is deciding what the institution wants to achieve with its academic advising program and how it plans to implement the program. This should take the form of an institutional policy statement in writing which addresses these common questions about academic advising programs:

What are the advising needs of students?

Who will do the advising?

Are there advising needs that transcend individual departments and colleges?

Who is administratively responsible for the academic advising program?

How should advising services be delivered?

What is the relationship of the advising system to other support services?

Do those responsible for advising services have the authority to make the system work?

Once the advising system is established, its purposes and procedures must be communicated to and understood by administrators, faculty, staff, and students. The ultimate success of any advising program is based largely upon a common understanding of its purposes.

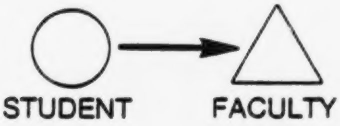
The single most important factor contributing to strong advising programs is the commitment of the institution to the process. Good advising programs are not inexpensive; they require allocation of human, financial, and physical resources. Unless administrators believe that advising is an important and necessary educational service and they support that commitment both fiscally and psychologically, advising is likely to be neglected. There is no substitute for strong administrative support for an effective advising program. Critical to the demonstration of that support is the development and communication of a comprehensive policy statement on academic advising.

Scoring Key	Comments
10. Does your institution provide special advising services for any of the selected student populations listed below that can be distinguished from services available to all students? (check all that apply) (0) ____No ( ) ____Yes (indicate for which groups) (1) ____Transfer students (1) ____Students with undeclared majors (1) ____Adult students (1) ____Educational Opportunity Program students (1) ____Academically underprepared students (1) ____Pre-professional students (1) ____Handicapped students (1) ____Athletes (1) ____Foreign students (1) ____Honors	10. College students can be categorized into campus subpopulations, and their advising needs vary accordingly. No single advising delivery system, or individual advisor, can be expected to meet the advising needs of all students. Different advisors, advising techniques, and strategies, are probably needed to facilitate the growth and development of these various groups of students.
11. Does your institution regularly evaluate the overall effectiveness of your advising program? (10) ____Yes (0) ____No	11. A well-designed evaluation program should have the following objectives: 1. To determine how well the advising system is working 2. To obtain information on individual advisor performance for the purpose of self-improvement 3. To gain information on areas of weakness in order to better develop in-service training strategies 4. To provide data for use in administering a recognition/reward system for individual advisors 5. To gather data to support request for funding or gain improved administrative support of the advising program Generally, evaluation can be thought of as either formative or summative. Formative evaluation is designed to foster individual self-development or improvement of the overall advising program. This type of evaluation is best represented by objectives 1, 2, 3, and 5 above. Formative evaluation is, for obvious reasons, more readily accepted by advisors and, therefore, easier to implement. Summative evaluation, on the other hand, is more threatening to many advisors. This type of evaluation, represented by objective 4 above, is designed to provide specific information on individual advisor performance for the purpose of making judgements or decisions regarding effectiveness. A good comprehensive evaluation program should contain both formative and summative components.

Scoring Key	Comments
12. Carefully consider the following statements and **check the one statement** which most closely describes the organization of advising on your campus. The choice of just one for the entire campus may be difficult, but it is important that you choose only one. _____1. All students are assigned to an instructional faculty member for advising. _____2. All students are assigned to an instructional faculty member for advising. There is an advising office which provides general academic information and referral for students, but all advising transactions must be approved by the student's faculty advisor. _____3. There is an advising office which advises a specific group of students, e.g., undecided, underprepared, non-traditional. All other students are assigned to academic units and/or faculty for advising. _____4. Each student has two advisors. A member of the instructional faculty advises the student on matters related to the major. An advisor in an advising office advises students on general requirements, procedures, and policies. _____5. Staff in an administrative unit are responsible for advising **ALL** students for a specified period of time and/or until specific requirements have been met. After meeting those requirements, students are assigned to a member of the instructional faculty for advising. _____6. Each school, college, or division within the institution has established a unit which is responsible for advising. _____7. Advising for all students from point of enrollment to point of departure is done by staff in a centralized advising unit.	12. It is important to note that there is probably no "best" organizational model for academic advising appropriate to all institutions of higher education. Any of the seven advising delivery models are perfectly acceptable. Although there has been a dramatic increase in the literature on most aspects of academic advising during the last ten years, little has been accomplished in the study of the ways in which advising programs are organized. The lack of focus on organizational models has been fostered by two themes which pervade the literature on advising programs. The first theme is the avoidance of discussion of organizational models on the basis that because each institution is unique, there is limited transferability of organizational models from one institution to another. The second theme in the advising literature has been the tendency to blur the distinctions between organizational models and the delivery of services within those models. The literature is replete with discussions of delivery systems which focus on faculty advising, self-advising, advising centers, peer advising, professional staff advising, and computer-assisted advising. As a result, there have been few successful attempts to distinguish between those who deliver advising services and the organizational models in which those services are delivered. The diagrams of each model represent the organization of services by depicting student interaction with those who are responsible for advising. Students are represented by circles, faculty (advising in the academic subunits) are represented by triangles, and advising offices are represented by squares. Solid lines indicate that a primary advising relationship exists in which the advisor has original jurisdiction for monitoring or approval of academic transactions. Broken lines depict the clearinghouse and referral resource functions of advising offices where advice may be given but responsibility for the approval of academic transactions is *not* delegated.

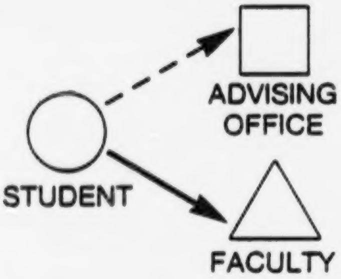
Comments

Faculty-Only Model
In this model each student is assigned to a specific faculty advisor. Under most circumstances, advisor assignment is based on the major field of the student. Students who are undecided about a major are assigned to faculty members in the liberal arts, distributed among faculty who volunteer to advise undecided students, or distributed among faculty members who have fewer major advisees assigned to them. This is the only model presented in which the designation of advisor refers specifically to a faculty advisor. All other organizational models may be staffed by faculty, professional, paraprofessional, peer, or some combination of those four advisor types. Although there may be an individual designated in this model as the coordinator of campus advising, generally the supervision of faculty advising is decentralized in the individual academic subunits. A diagram of the faculty-only model is shown below:



Faculty-Only Model

Supplementary Advising Model
In this model, as in the faculty-only model, faculty members serve as advisors for all students in the institution. However, this model features an academic advising office which serves as both a clearinghouse for advising information and as a source of referral to advising as well as other support services on the campus. Personnel who work in the advising office in this model generally have *no* original jurisdiction for the monitoring or approval of academic transactions. All such transactions are the responsibilities of the individual student's faculty advisor. In addition, staff of the advising office may be charged with the responsibility of assisting faculty advisors by providing resources, implementing advisor training, and developing, maintaining, and updating advising information systems. The advising office is usually supervised by an individual who is charged with the functions described above, while direct supervision of faculty advisors is decentralized in the individual academic subunits. A diagram of the supplementary model is shown below:



Supplementary Advising Model

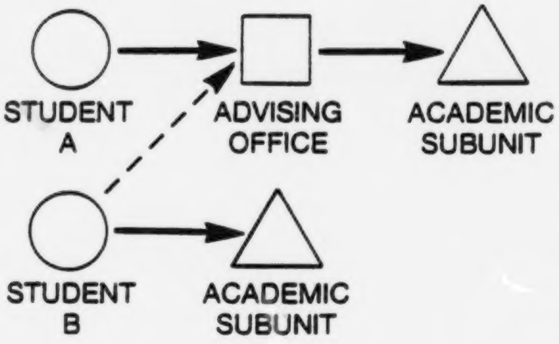
Split Advising Model
In the split advising model, initial advising of students is split between faculty members in academic subunits and the staff of an advising office. The advising office has original jurisdiction for monitoring or approving academic transactions for a specified group of students, while instructional faculty in academic subunits maintain jurisdiction over the remainder of the students.

The most common application of the split advising model is that faculty advisors are responsible for advising students with declared majors while staff of the advising office are responsible for advising undecided students. Other applications of this model include an advising office for underprepared students, an advising office for non-traditional students, or an advising office for student athletes.

Advising jurisdiction moves from the advising office to advising in the academic subunits when the student has met an institutionally predetermined set of conditions. For example, the advising jurisdiction for students who are undecided changes from the advising office to the appropriate academic subunit when a student formally declares a major.

The advising office in this model includes an individual who is responsible for supervising advising staff necessary to carry out the specialized advising functions. The advising office coordinator may also be given additional campus-wide responsibilities such as those outlined in the supplementary model.

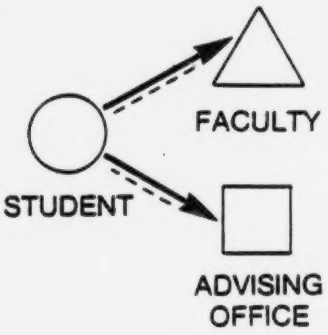
In addition, the advising office in this model usually serves as a clearinghouse on advising information and as a referral resource for students who are assigned to advisors in the academic subunits but the advising office, except in rare instances, maintains *no* original jurisdiction for the approval of academic transactions for students who are assigned advisors in the academic subunits. A diagram of the split advising model is shown below:



Split Advising Model

Dual Advising Model
This model is characterized by shared responsibility for advising each student. Faculty members provide advising which is directly related to the student's discipline or choice of major, and staff of the advising office provide advising related to the general education requirement, institutional academic policies and registration procedures. In the dual advising model, personnel in the advising office are usually responsible for advising all students who are undecided.

The advising office in this model includes an individual who is responsible for supervising the advising office staff. The advising coordinator is usually charged with additional campus-wide advising responsibilities which were discussed in previous models. A diagram of the dual advising model is shown below:



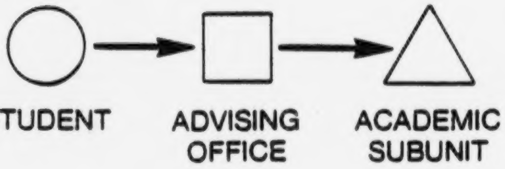
Dual Advising Model

Total Intake Model
The total intake model for academic advising vests initial advising responsibility for *all* students in an advising office. The advising office has original jurisdiction for the approval of all advising transactions until a set of institutionally predetermined conditions have been met. In some cases, those conditions may consist only of a time limit such as completion of the first semester, while in other advising systems a more complex set of conditions may be prescribed. An example of more complex conditions might be completion of forty-five semester hours, academic good standing, completion of the general education requirement, and satisfactory completion of core courses stipulated by a specific academic program. Once the student has met the predetermined set of conditions, original jurisdiction for advising shifts from the advising office to the academic subunit in which the student is majoring.

The total intake model has three major variations which are based on the scope of responsibilities given to the unit in which advising takes place. Briefly stated, there are three major areas of responsibility which relate to the total-intake model: (1) the development of curriculum and the administration of instruction; (2) the development and enforcement of academic policies; and (3) the provision of advising services.

Comments

The director may be charged with the coordination of the campus advising system, and the provision of support for advising which takes place in the academic subunits. A diagram of the total intake model is shown below:

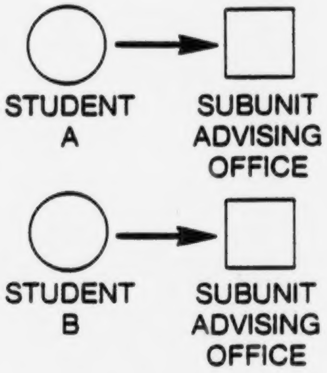


Total Intake Model

Satellite Model
The satellite model features advising offices which are maintained and controlled within the academic subunits on the campus. Satellite advising offices provide advising for all students whose majors are within a particular college or school. In addition, satellite models are located in close physical proximity to the academic subunits they represent. Undecided students are usually advised by staff in a satellite office which is established principally to meet their needs although that satellite office may also provide clearinghouse and referral services to all students on the campus.

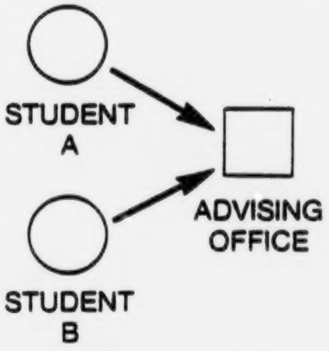
In a few instances, the subunit satellite offices are responsible for advising students from point of matriculation to departure from the institution. But, for the most part, advising shifts from the satellite office to a specific faculty member in the discipline in which the student is majoring. This shift usually takes place when a set of predetermined conditions have been fulfilled by the student.

Generally, the individual who supervises the satellite office for undecided students is given the responsibility for coordination of the campus advising system and the provision of support for all advisors. A diagram of the satellite model is shown below:



Satellite Model

Self-Contained Model
In the self-contained model all academic advising, from orientation through departure from the institution takes place in a centralized unit. The centralized unit is directed by a dean or director who supervises all advising functions that take place on the campus. A diagram of the self-contained model is shown below:



Self-Contained Model

ADVISING IN THE ACADEMIC UNIT OR DEPARTMENT

SPECIAL SCORING DIRECTIONS: Score questions 13, 17, 19, 20, 22, 23, 24, 25, 26 by adding the number of checks under each column (All, Most, Some, Few, No). The score for the item is determined by referring to the score in parentheses at the bottom of the column with the most checks.

Scoring Key

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13. Students are **required** to contact their advisor on the following occasions:

	This applies to ALL	MOST	SOME academic units	FEW	NO
Class scheduling/registration	___	___	___	___	___
Adding a class	___	___	___	___	___
Dropping/Withdrawing from a class	___	___	___	___	___
Declaring a major	___	___	___	___	___
Changing a major	___	___	___	___	___
Following a report of unsatisfactory progress	___	___	___	___	___
Approval of graduation plans	___	___	___	___	___
Withdrawing from school	___	___	___	___	___
Other, please specify ____________________					
____________________	___	___	___	___	___
	(10)	(6)	(4)	(2)	(0)

14. During an academic term the average number of advising contacts between advisors and advisees in **MOST** academic units (departments) is:

(1) _____ 0-1
(3) _____ 2
(5) _____ 3-5
(7) _____ 6 or more

15. The average number of students assigned to each advisor in **MOST** academic units (departments) is:

(8) _____ Less than 20
(4) _____ 20-40
(2) _____ More than 40

16. Advisors commit the following percentage of their time to advising responsibilities in **MOST** academic units (departments):

(2) _____ Not more than about 1%
(4) _____ Between 1% and 5%
(6) _____ 5% - 15%
(8) _____ More than 15%

Comments

13-16. Good advising needs to be intrusive! Unfortunately, many students are reluctant to schedule appointments with their advisors on a regular basis. In order to overcome this problem, it is sometimes necessary for the system to "force" contact between advisees and advisors. On occasion, advisors may need to be assertive—to seek advisees out and invite them to discuss matters of common concern. Advisors should plan to be available for conferences with advisees regularly throughout the semester. The following times are especially important: before registration; prior to any change of courses or of major; following any report of unsatisfactory work; prior to withdrawal from college; when a student is experiencing personal or social adjustment or academic problems.

Good advising is not simply seeing a student once a semester or twice a year to approve a course schedule. Frequency of contact tends to strengthen the quality of the advisor/advisee relationship. Dynamic advising programs are characterized by frequent high-quality contact between advisor and advisee. A quality advising experience is an encounter in which the advisor and advisee discuss a wide range of topics relating to the student's life goals, educational/career program, progress, and problems. The most fruitful contacts need not always take place in the advisor's office; they might take place in the advisor's home, in the student union, or in some other campus setting. It is not always necessary to meet individually with students to accomplish the purposes of advising. Small-group sessions often provide an opportunity for the advisor to work with students in an effective manner.

To perform effectively, advisors must be assigned a reasonable student load. Too large a load will inevitably result in unavailability, hurried meetings, not getting to know advisees on a personal basis, and, in general, poor advising experiences for students. Determining a reasonable student load will, of course, depend on a number of variables such as delivery, teaching load, research and publication commitments, and whether advising is a full-time or part-time responsibility.

Recent research conducted at ACT confirmed that advisees who meet with their advisors more frequently and for longer periods of time are more satisfied with the advising process, have a more positive impression of their advisors, and discuss a larger number of topics with their advisors. In short, frequency and length of advisor/advisee contact do seem to make a difference.

Scoring Key

17. The following people serve as academic advisors:

	This applies to				
	ALL	MOST	SOME	FEW	NO
	academic units				
Department heads	___	___	___	___	___
Non-instructional personnel	___	___	___	___	___
Instructional faculty	___	___	___	___	___
Paraprofessionals (graduate assistants, practicum students, individuals hired during peak advising times)	___	___	___	___	___
Peers (undergraduate students)	___	___	___	___	___
Other, please specify ____________________					
____________________	___	___	___	___	___
	(10)	(6)	(4)	(2)	(0)

Comments

17. Academic advising, like most educational programs and services, has been delivered in a variety of ways by colleges and universities. The effectiveness of who provides advising has varied from campus to campus. A critical evaluation and review of who delivers advising services can be helpful to institutions seeking ways to modify their existing advising programs in order to make them more responsive to student needs.

Institutions have relied heavily on faculty as the major providers of academic advising services. The emergence of this predominant delivery model is easily understood from a historical perspective, since student/faculty relationships have always been viewed as an integral part of the higher education process.

Faculty advising systems have emerged primarily because many institutions have assumed, correctly or incorrectly, that faculty are interested in advising and perceive advising as an important faculty role. Administrators feel that faculty are the most knowledgeable individuals to provide academic information; that students want advice from faculty; and that this form of delivery represents the most financially feasible way to deliver advising services. In considering a faculty advising delivery system, these assumptions, however, should be thoroughly tested by the institution.

Faculty advising systems where all or most all faculty are assigned advising responsibilities may well suffer from the following problems:

Faculty advisors tend to be subject-matter oriented and lack university-wide information and knowledge.

Faculty advisors are not generally provided with an adequate reward system for advising.

Not all faculty are interested in advising or recognize the importance of this service.

Faculty advisors are often not as accessible as advisors in other delivery systems.

Faculty lack training in the skills and techniques necessary for effective advising.

Faculty have competing priorities and interests, such as teaching and research.

Faculty have difficulty in keeping updated on institutional regulations, procedures, job outlooks, etc.

These factors must be adequately addressed if an institution is going to rely primarily on faculty for academic advising.

One might conclude that faculty do not represent a viable delivery mechanism for advising services. Such is not the case. Faculty advisors are experts

Comments

in their discipline and knowledgeable about specific courses in their department and educational and career opportunities in their field. The advising process also facilitates the development of mutually beneficial relationships between student and teacher.

Second to faculty advising, the most frequently used persons to provide advising are professional advisors. There are obvious advantages to the use of professional counselors as advisors. Counselors are free from academic department biases which can plague a faculty advising system. More important, however, they have the prerequisite skills and training to be effective advisors.

Despite the advantages, the use of professional counselors as advisors also has several limitations. Professional counselors, as a result of their training and background, are often more interested in psychological and therapeutic counseling than in academic advising. Advisee load also becomes a real problem for many institutions using only counselors for academic advising. Finally, counselors find it more difficult to be as knowledgeable about specific course content, departmental requirements, graduate school opportunities, career opportunities in specific fields, etc., than the faculty member who is an expert in his or her field.

The concept of using upperclass students as peer helpers in orientation programs, as residence hall assistants, and as tutors has had a long tradition in higher education. In more recent years, however, institutions have turned increasingly to this group as a means of supplementing their academic advising delivery system. Good peer advising programs should supplement other persons who provide advising and should rely heavily on referrals to professional staff on the campus better equipped to deal with such advising functions as determining career goals, selecting majors, etc.

A relatively small number of institutions use paraprofessionals as adjuncts to the regular advisors. Anyone familiar with college and university settings recognizes the valuable "informal" advising which often occurs through departmental secretaries, clerks in the registrar's office, etc. These are generally not formally recognized as delivery systems and, often as not, individuals in these positions receive no specialized training for the advising responsibilities.

The advantages of an organized program of paraprofessional advisors would be continuity, freeing professional staff for more substantive work with students, sense of worth and contribution by the paraprofessional, and cost. Paraprofessionals can be adequately trained to provide accurate and specific information to students on routine matters related to the advising process. Unfortunately, they do not generally possess the background, depth, and experience to deliver the full range of developmental advising services. However, as a supplement to other providers of advising, the use of paraprofessionals as advisors has merit.

What works well at one institution may not work well at another. Each institution should select the combination of people most appropriate for its situation and student body. No single model of academic advising has proven universally successful. Generally, successful advising programs use a combination of persons to ensure that students are provided with several options in obtaining advising services.

Scoring Key

18. Faculty become academic advisors in **MOST** academic units (departments) under the following conditions:

(4) _____ They volunteer.
(8) _____ They meet certain selection criteria.
(2) _____ They are required to advise.

19. Formal methods used to evaluate advisors include:

	This applies to **ALL**	 **MOST**	 **SOME**	 **FEW**	 **NO**
		academic units			
Student evaluation	____	____	____	____	____
Self-evaluation	____	____	____	____	____
Performance review by supervisor	____	____	____	____	____
Peer review	____	____	____	____	____
Other, please specify ____________________ ______________________________	____	____	____	____	____
	(10)	(6)	(4)	(2)	(0)

20. Advisors are rewarded for advising in these ways:

	This applies to **ALL**	 **MOST**	 **SOME**	 **FEW**	 **NO**
		academic units			
Released time from instruction	____	____	____	____	____
Released time from committee work	____	____	____	____	____
Released time from research expectation	____	____	____	____	____
Salary increments for time spent in advising	____	____	____	____	____
A major consideration in tenure and promotion decisions	____	____	____	____	____
A minor consideration in tenure and promotion decisions	____	____	____	____	____
Awards for excellence in advising	____	____	____	____	____
Other, please specify ____________________ ______________________________	____	____	____	____	____
	(10)	(6)	(4)	(2)	(0)

Comments

18. Advising is not something that everyone can do or should do. Advisors must be selected carefully. A major criterion in their selection is interest—it is a mistake to assign advising responsibility to people with little or no interest in working with students in the advising relationship. The effective advisor must demonstrate empathy, warmth, intuition, and flexibility. Advisors must also be willing to participate in training programs, spend time with advisees, perceive advising as an important function, and be knowledgeable about institutional resources, policies, and practices. These criteria should be applied when selecting those who will advise. Faculty advising systems where all or most all faculty are assigned advising responsibilities may well suffer from the following problems:

    Faculty advisors tend to be subject-matter oriented and lack university-wide information and knowledge.

    Faculty advisors are not generally provided with an adequate reward system for advising.

    Not all faculty are interested in advising or recognize the importance of this service.

    Faculty advisors are often not as accessible as advisors in other delivery systems.

    Faculty lack training in the skills and techniques necessary for effective advising.

    Faculty have competing priorities and interests, such as teaching and research.

    Faculty have difficulty in keeping updated on institutional regulations, procedures, job outlooks, etc.

19-20. Although all can contribute to the evaluation process, advisee evaluation is probably the most direct and useful, since the advisees are the recipients of the service.

In many institutions, advising is an activity that carries little or no recognition or reward. Good advising—like good teaching, publication, and research—needs to be recognized. The type of reward system employed for advising is closely related to the importance placed on academic advising at a given institution. Administrators may reinforce good advising by a variety of means, including extra compensation, reduction in work load, paid in-service training, consideration of advising effectiveness in promotion/tenure decisions, and awards or other forms of public recognition. Although it is important not to overlook the intrinsic rewards an advisor may find in helping students, lack of some type of tangible reward system can impede effective academic advising. If advising is an agreed-upon responsibility, then it should be a factor in evaluation of the individual and recognized in decisions of salary, promotion, tenure, etc.

Scoring Key

21. Mandatory training programs are offered in **MOST** academic units (departments):

(10) ____ Yes
(0) ____ No (skip to question 24)

22. Training programs for advisors include:

		This applies to			
	ALL	**MOST**	**SOME**	**FEW**	**NO**
		academic units			
A workshop of one day or less	____	____	____	____	____
A workshop of more than one day	____	____	____	____	____
A series of short workshops throughout the year	____	____	____	____	____
Method varies by advisor	____	____	____	____	____
Other, please specify ____________________					
______________________________	____	____	____	____	____
	(10)	(6)	(4)	(2)	(0)

23. The following topics are included in training for advisors:

		This applies to			
	ALL	**MOST**	**SOME**	**FEW**	**NO**
		academic units			
Academic regulations, policies, and registration procedures	____	____	____	____	____
Campus referral sources	____	____	____	____	____
Counseling skills	____	____	____	____	____
Interview skills	____	____	____	____	____
Career and employment information	____	____	____	____	____
Use of information sources (admissions test results, transcripts)	____	____	____	____	____
Decision-making skills	____	____	____	____	____
Importance of the academic advising	____	____	____	____	____
Definition of advising	____	____	____	____	____
Other, please specify ____________________					
______________________________	____	____	____	____	____
	(10)	(6)	(4)	(2)	(0)

24. The following group advising formats are available to students:

		This applies to			
	ALL	**MOST**	**SOME**	**FEW**	**NO**
		academic units			
Credit or non-credit courses	____	____	____	____	____
Workshops or seminars	____	____	____	____	____
Small group meetings during orientation or registration	____	____	____	____	____
Other, please specify ____________________					
______________________________	____	____	____	____	____
	(10)	(6)	(4)	(2)	(0)

Comments

21-23. By and large, institutions have done an inadequate job of training advisors. Well planned and properly presented in-service training sessions can be very effective in improving the quality of advising. Most advisors are receptive to improving their advising skills and techniques.

All individuals engaged in academic advising should participate in pre-service and in-service development.

Successful advisor development programs are derived from the integration of content areas with the skill, experience, and willingness to participate of the advisors that the program is intended to serve.

Three factors to consider when planning advisor development programs:

- Skill: understanding and applying basic principles necessary to perform as an advisor
- Experience: length of service as an advisor
- Willingness: extent to which an individual desires to participate in the advising program

Elements of content for advisor development should include:

- Conceptual
- Information
- Relational

Conceptual elements include:

- Definition of advising
- Role of advising in student development
- Relationship between advising and persistence
- Relationship between advising and support services
- Student expectations of advisors
- Rights and responsibilities of advisors/advisees

Information elements include:

- Programs
- Policies
- Procedures
- Referral services
- Student information systems
- Support tools

Relational elements include:

- Interview skills
- Communication skills
- Referral skills
- Rapport building
- Decision making

Common sense in planning advisor development programs:

- Choose issues based on advisor or program evaluations.
- Define program objectives.
- Secure support from key individuals.
- Publicize the objectives of the program.
- Give ample lead time to participants.
- Choose a location as far from day-to-day activity as possible.
- Choose dates when faculty are likely to have fewer conflicts.
- If weekdays are choosen, identify time slots where the least instruction is taking place.
- Consider multiple offerings of each session to accommodate diverse schedules.

Training sessions can be structured around the needs perceived as most important to advisors and can be made more meaningful and interesting by use of appropriate handout materials, presentations by campus experts (e.g., the director of counseling) on basic counseling skills and techniques, video tapes, and simulation and role playing. Training sessions and support materials can correct some common deterrents to effective academic advising: lack of familiarity with curricular offerings, core requirements, referral sources, job opportunities, available data sources, and administrative forms and procedures used in the advising process; inadequate understanding of the role of the advisor; lack of basic advising and counseling skills

24. Group advising has been used by institutions as a supplement to regular advising and as a method of dealing with a large number of advisees in a relatively short time frame. Positive results have been achieved with group advising. Its major advantage is that it is a good way to impart common information in a nonrepetitious fashion (e.g., general education requirements, registration procedures, graduation requirements, general career information, decision-making skills, referral sources, etc.), thus freeing the advisor for more substantive contacts with individual advisees. This approach is not used as widely as it probably should be for informational purposes. It obviously lacks the important characteristic of developing the personal and caring relationship between the advisor and advisee which is critical to good advising.

Scoring Key

25. Support or reference materials routinely provided to advisors include:

	This applies to				
	ALL	MOST	SOME	FEW	NO
			academic units		
Aggregate data on student retention	___	___	___	___	___
Advising handbook	___	___	___	___	___
Employment outlook projections	___	___	___	___	___
Computerized student academic progress reports	___	___	___	___	___
Academic planning worksheets	___	___	___	___	___
Forms for anecdotal records or contracts	___	___	___	___	___
Articulation worksheets or agreements between institutions	___	___	___	___	___
Directory of campus referral sources	___	___	___	___	___
Other, please specify ______________ ______________	___	___	___	___	___
No materials are provided	___	___	___	___	___
	(10)	(6)	(4)	(2)	(0)

26. The following student information sources are routinely provided to advisors (check all that apply):

	This applies to				
	ALL	MOST	SOME	FEW	NO
			academic units		
Admissions application	___	___	___	___	___
High school transcript	___	___	___	___	___
ACT/SAT scores	___	___	___	___	___
Non-testing information reported through ACT/SAT programs	___	___	___	___	___
College transcript/grade reports	___	___	___	___	___
Locally administered interest/placement test results	___	___	___	___	___
Other, please specify ______________ ______________	___	___	___	___	___
	(10)	(6)	(4)	(2)	(0)

Comments

25-26. It is impossible to deliver quality advising without timely and accurate information and resources.

Advisors cannot be expected to store all necessary information in their heads. Support materials should be developed and distributed to advisors for their reference and use. A comprehensive, attractive, indexed advisor handbook is an indispensable tool for good advising. An advising handbook might include statements of policy, descriptions of campus resources and procedures, information on advising skills and techniques, information on academic requirements, and samples of documents used in the advising process.

Successful advising is predicated on a good referral system. Clearly, the academic advisor should not attempt to be all things to all people. The effective advisor makes full use of the entire range of resources available to assist students with specific needs or concerns. Because of the importance of referral, it is imperative that advisors be thoroughly familiar with the resources on campus and the referral procedures and that they spend the necessary time with the student to determine the best referral option.

Whoever is delivering advising to students needs an information support system. Quality advising is based on the premise that advisors can never know too much about the persons they are advising. An individual student's educational/career decisions are enhanced by the availability and use of relevant information by both the advisor and the advisee. Institutions need to give careful thought to the type of information sources they wish to provide on a routine basis to advisors and advisees.

The ACT College Report is the most comprehensive source of information about freshman advisees.

Advantages of ACT College Report for academic advising:

- Presents a comprehensive picture of a student's needs, interests, background, and abilities
- Available before the student's enrollment and advising conference
- Easy to use and interpret
- Helps the advisor match the student's interests, abilities, needs, and plans with institutional resources
- Provides advising leads and points of departure
- Relates to common advising concerns

ADVISING OFFICES

Scoring Key

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27. Students are **required** to contact the advising office on the following occasions (check all that apply):

(1) ____Class scheduling/registration
(1) ____When changing class registration
(1) ____When declaring a major
(1) ____When changing a major
(1) ____Following a report of unsatisfactory progress
(1) ____Before withdrawing from the institution
(1) ____For approval of a graduation plan
(1) ____Other, please specify ____________
(0) ____Contact is not a requirement

28. What are the responsibilities of your academic advising office and its coordinator/director? (check all that apply)

(1) ____Advising on General Education requirements
(1) ____Advising transfer students
(1) ____Advising underprepared students
(1) ____Advising undecided/exploratory students
(1) ____Evaluating transfer credit
(1) ____Establishing and maintaining advising records
(1) ____Certifying graduation clearance
(1) ____Freshman orientation
(1) ____Training advisors campus-wide
(1) ____Preparing registration instructions and materials
(1) ____Developing a campus-wide advising handbook
(1) ____Evaluating campus advising services
(1) ____Coordinating all advising on campus
(1) ____Other, please specify ____________

29. What is the approximate number of advisees assigned to each full-time equivalent advisor in your advising office?

(8) ____Fewer than 100 students
(7) ____100-199 students
(6) ____200-299 students
(5) ____300-399 students
(4) ____400-499 students
(3) ____500-599 students
(2) ____600-699 students
(1) ____700 or more students

30. Is the effectiveness of the advising office regularly evaluated?

(10) ____Yes
(0) ____No

31. Are training programs provided for advising office staff?

(10) ____Yes
(0) ____No (skip to question 33)

32. Check the topics included in advisor training.

(1) ____ Academic regulations, policies, and registration procedures
(1) ____ Campus referral sources
(1) ____ Counseling skills
(1) ____ Interview skills
(1) ____ Career and employment information
(1) ____ Use of information sources (admissions test results, transcripts)
(1) ____ Decision-making skills
(1) ____ Importance of the academic advising
(1) ____ Definition of advising
(1) ____ Other, please specify ____________

33. Support or reference materials routinely provided to staff in the advising office include (check all that apply):

(1) ____ Aggregate data on the student population
(1) ____ Advising handbook
(1) ____ Employment outlook projections
(1) ____ Computerized academic progress records
(1) ____ Academic planning worksheets
(1) ____ Forms for anecdotal records or contracts
(1) ____ Articulation worksheets or agreements between institutions
(1) ____ Directory of campus referral sources
(1) ____ Other, please specify ____________
(0) ____ No materials are provided

34. The following student information sources are routinely provided to advisors (check all that apply):

(1) ____ Admissions application
(1) ____ High school transcript
(1) ____ ACT/SAT test scores
(1) ____ Non-testing information reported through ACT/SAT programs
(1) ____ College transcript/grade reports
(1) ____ Locally administered interest/placement test results
(0) ____ None
(1) ____ Other, please specify ____________

Comments

27-34. A more recent delivery system for academic advising has been the development of advising centers. In general, these centralized centers are student service agencies designed to provide accessible information and assist students in their academic decision-making process on a needs basis. They are most frequently staffed by full-time professional advisors, but are often augmented by using faculty on release time or peer advisors and paraprofessionals. They may be established campus-wide or in specific colleges or academic units, depending on the institutional setting. Advising centers can assume responsibility for a wide range of advising-related functions, thus providing coordination for the advising program campus-wide.

Some advantages to a centralized advising center include: (1) centralized location accessible to students; (2) corp of well-trained advisors; (3) continuity of contact; (4) specialization by advisors; (5) wide range of advising services; (6) student-centered rather than department-centered; (7) more complete record-keeping and monitoring capability; (8) accuracy of information for advisees; and (9) ease of administration, training, supervision, and evaluation. A major disadvantage is often the direct cost of such a center.

Comments on items 27-34 in this section would be similar to comparable items in the previous section.

OVERALL INSTITUTIONAL EFFECTIVENESS

Scoring Key

35. The following goals for advising programs have been established by the National Academic Advising Association (NACADA). Consider whether your current advising services are delivered/designed in such a way that these goals are successfully achieved for **most** students. Use the following scale to rate each goal.

(0) 1 - Does not apply; no services have been implemented to address this goal
(2) 2 - Achievement not very satisfactory
(4) 3 - Achievement somewhat satisfactory
(6) 4 - Achievement satisfactory
(8) 5 - Achievement very satisfactory

____Assisting students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations)
____Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
____Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career considerations, and selection of courses)
____Assisting students in developing decision-making skills
____Providing accurate information about institutional policies, procedures, resources, and programs
____Making referrals to other institutional or community support services
____Assisting students in evaluation or reevaluation of progress toward established goals and educational plans
____Providing information about students to the institution, colleges, and/or academic departments

36. Using a scale of 1 (very ineffective) to 5 (very effective), rate the overall effectiveness of your institution's advising program on each of the following variables. Please make certain that you provide only **one rating for the entire advising program.**

1	2	3	4	5
Very Ineffective				Very Effective
(0)	(2)	(4)	(6)	(8)

____Providing for the advising needs of your students
____Providing advisors who are willing to participate in advising, have at least the basic skills necessary for advising, and have the time necessary to do an effective job of advising
____Identifying and selecting individuals to participate in advising
____Providing advisors with timely and accurate information on their advisees
____Providing for communication among and between deans, department heads, advisors, and the coordinator of advising, if such a position exists
____Implementing a training program for advisors
____Providing advisor accountability, both to a higher level of authority and to advisees
____Providing appropriate levels of coordination, direction, and supervision
____Systematically evaluating both the advising program and advisors
____Recognizing/rewarding quality advising
____Meeting student needs when combined with the expenditure of human and fiscal resources

37. List what you consider to be the three major strengths and weaknesses of your academic advising program.

Strengths:	Weaknesses:
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________

Comments

35. Unfortunately, academic advising on many college campuses today is a low status/low priority activity, poorly organized, performed in a perfunctory manner, and largely ineffective in meeting student and institutional needs.

These goals for academic advising programs are all legitimate statements of what should occur in the interaction between advisors and advisees. The emphasis is on a "developmental" definition of the advising process. The term "developmental advising" suggests that the major objective should be student *growth*—growth in self-awareness; growth in the ability to identify realistic academic and career goals, as well as a program of study to achieve them; growth in the awareness of life as extending beyond the collegiate experience.

This approach to advising should not be confused with personal or psychological counseling. The focus of advising remains the student's academic self. It simply attempts to integrate the academic self with the student's other selves in a unified and coherent manner. The advisor should bring multiple perspectives to the advising process (e.g., How do the general educational requirements enhance the academic goals? How does the course fit the major? How does the major contribute to the career goals? How do these career goals contribute to the life goals?).

This developmental model suggests the following definition of academic advising:

> Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.

A developmental approach to academic advising should go beyond requirements and registration. There must be a context within which these items fit, and that context needs to be the educational/career plan developed between the student and the advisor.

Academic advising provides the most significant mechanism by which students can relate their goals to the educational experience.

Academic advising is also the only structured service on campus in which all students have the opportunity for ongoing, one-to-one interaction with a concerned representative of the institution.

Academic advising has the potential to be a powerful educational intervention, which can greatly improve the quality of education experienced by students.

36-37. Your identification of strengths and weaknesses in your advising program is important in focusing on those specific areas which may need improvement.

It should also be interesting to compare your perceptions of your advising program with the results of this audit.

As you examine the strengths and weaknesses of your advising program, you will probably find that you can capitalize on some of your strengths to overcome weaknesses. For example, interest and dedication on the part of advisors can be a plus in improving the training opportunities for advisors. As you proceed through the next steps in this audit, you can refer to these items in developing a list of recommendations and priorities for action aimed at improving your academic advising program.

3

Analysis

Now that you have rated your answers to the individual questions that make up this audit, you can group your responses in order to analyze your results in a more meaningful way. Simply enter your scores for the items identified in each category and refer to the analytical comments accompanying the categories. The points referred to in the analysis section are formulated primarily on the basis of responses to items in the sections entitled *General Information, Advising in Academic Unit (Department)*, and *Overall Institutional Effectiveness* and assume some advising being carried out in the academic units/departments. You will want to make adjustments accordingly as you analyze the information if all advising on your campus is conducted by an advising office.

Category	Your Score	Analysis
Management of Advising Questions 3-6		If your score here is less than 10, your program may be in need of increased management of the advising function.
Advising Policy Questions 7-9		A score of 0 here indicates that you have not developed a comprehensive statement of institutional philosophy or mission in relation to academic advising. This process should precede any other modifications or improvements in your advising program. A score of 10-15 indicates that, although you have a written policy statement, you may wish to review it to check for the important elements in a comprehensive advising policy. You may also wish to check on the methods you are using to communicate your advising policy.
Evaluation Questions 11, 19		If your combined score here is 10 or more, you can be assured that you are genuinely concerned about measuring the outcomes of your advising program. A lower score would suggest that you may wish to initiate a more systematic appraisal of individual advisors as well as of your overall advising program.
Advisor Contact and Load Questions 13-16		A score of 15 or less on these combined items suggests that you may have problems associated with the degree of "intrusiveness" of your advising program, the establishment of quality relationships between advisors and advisees, or with advisor overload. Since these factors are critical to effective advising, they should receive your immediate attention.
Delivery of Advising Services Questions 10, 17, 24		A total score of 10 or less on these items would indicate that your delivery system may be too monolithic in nature. Alternative strategies and delivery mechanisms should definitely be given consideration.
Recognition/Reward System Question 20		A score of 4 or less on this important item would suggest that your advising program lacks the necessary tangible reward system so critical to individual advisor effectiveness.
Advisor Training and Development Questions 21-23		A score of 0 here indicates that you need to reconsider the importance of the training function to good advising and design training experiences that will assist in alleviating some of the common obstacles to improved advising.
Advising Information System Questions 25-26		If your total score on these items is 8 or less, it is likely that your advising system is lacking a comprehensive information base for advisors, and advisors are not being provided the necessary support/resource materials.

Category	Your Score	Analysis
Selection of Advisors Question 18		If your score is 4 or more, you probably recognize the importance of establishing some type of selection in determining which faculty members are involved in advising students.
Advising Office Questions 27-34		If you completed these items it indicates that you have implemented a mechanism that generally assures accessibility of advising, accurate information, and a coordination of a wide range of advising-related functions which are important elements in a quality advising program.
Advising Goals Question 35		If your score on this item is 25 or less, your advising program is probably not satisfactorily meeting commonly accepted goals for an academic advising program. A low score suggests that your advising program may be placing too much emphasis on the mechanical, routine, perfunctory aspects of the advising process, and not enough on the more substantive activity of exploring and synthesizing life, career, and educational goals.
Overall Effectiveness of Advising Program Question 36		If your total score on this item is 25 or less, it is an indication that the overall effectiveness of your academic advising program is at best limited. A total and comprehensive review of your advising program is both warranted and necessary.

4

Action Planning

You have completed your assessment of your academic advising program. You have gathered information, evaluated that information, and analyzed your findings to determine how you are doing in specific areas. We hope that the results indicate that you have a well-functioning advising program. However, there is always room for improvement. Your final step is to make plans for addressing those areas that need improvement and assign priorities to your plans, while ensuring that you retain your strengths.

This section contains a set of recommendations to guide your thinking and action planning. You may find that some of these recommendations have already been implemented on your campus. If so, simply concentrate on those recommendations which seem to have value for your situation and advising program. This process will result in a listing of specific recommendations for you to consider further.

In developing plans for action, you should focus on those areas which received the lowest ratings. The accompanying recommendations for each of these categories should provide a starting point for your action planning. You may wish to examine each area closely to see whether a low score was due to some unique circumstance within your institutional setting. A low score may not necessarily be bad. If you feel such is the case, simply review the premises on which you based your answers. If you find these premises to be sound, don't worry about your score in that area. It is not possible to provide one correct response for all situations.

RECOMMENDATIONS

Management of Advising

1. Decide on an organizational model for the delivery of advising services which will designate authority, establish accountability, promote integration, and best meet student needs.
2. Designate a person as campus-wide director or coordinator of academic advising and allocate enough time to carry out the functions effectively.
3. Given a "decentralized" advising system, consider the establishment of a campus-wide Advising Coordinating Committee/Council.
4. Obtain administrative support and commitment for making improvements in the advising system.

Advising Policy

5. Develop and communicate a comprehensive written statement of institutional philosophy and practice in relation to academic advising.
6. Develop materials and strategies designed to assist students to better understand what they should expect from the advising process.

Evaluation

7. Gain appropriate administrative support and commitment for a systematic evaluation program for academic advising.
8. Appoint a committee of advisors and administrators to design a comprehensive evaluation program which includes measurement of the effectiveness of the overall advising program as well as assessment of individual advisor performance.
9. Include advisee evaluation of individual advisors in your evaluation program.
10. Obtain a consensus on the criteria that will be used to determine program and advisor effectiveness.
11. Use ACT's Survey of Academic Advising as an evaluation instrument.
12. Collect data in a manner that will ensure the most complete results (e.g., registration, common class period, etc.).
13. Provide advisors with feedback or results of evaluations of themselves—individually and in comparison with other advisors.

Advisor Contact and Load

14. Implement an "intrusive" advising system that makes advisor/advisee contact mandatory at specific decision points in a student's academic career.
15. Develop workable guidelines on the ratio of advisees to advisor.
16. Have advisors schedule, post, and keep regular office hours for meetings with advisees.
17. Consider group advising as an "overload strategy" for the information-giving aspect of the advising process.
18. Consider the use of an advising center, peers, or paraprofessionals as an "overload strategy."

Delivery of Advising Services

19. Identify a method of determining the special advising needs of certain sub-populations of students and develop strategies for accommodating these needs through special advising services, offices, and/or advisors.
20. Design a delivery system for academic advising that combines various delivery mechanisms in a manner most appropriate to your institutional setting and needs.
21. Implement some form of group advising activities as a supplement to the regular advising programs.
22. Augment your regular academic advising delivery system through the use of carefully selected and trained peer advisors who are regularly evaluated and rewarded.
23. Determine a rational method for assigning students to advisors.
24. Be certain that you have provided an advising "home" for undeclared students and those many students who change their major after initial declaration.
25. Develop a plan for integrating academic advising with related campus support services.

Recognition/Reward System

26. Establish a meaningful recognition/reward system for those involved in academic advising that includes, but is not necessarily limited to, consideration of advising effectiveness in making salary, promotion, and tenure decisions.
27. Participate in the ACT/NACADA National Recognition Program for Academic Advising.

Advisor Training and Development

28. Gain appropriate administrative support for advisor training programs.
29. Conduct a "needs assessment" to determine topics of greatest interest to advisors, and use this information in designing training activities.
30. Organize training content under Conceptual, Informational, or Relational topics.
31. Implement a comprehensive, regularly scheduled, ongoing, in-service development program for all those involved in advising students.
32. Select times for the training activity that are most convenient to most advisors.
33. Repeat training sessions for those advisors unable to attend for legitimate reasons.

34. Consider providing some form of incentives for those participating in training sessions.
35. Design participatory training sessions that emphasize advisor involvement.
36. Implement a self-study training program that can be used by advisors on an individual basis if needed.
37. Develop or acquire stimulus materials (e.g., video cassettes, hand-outs, films, etc.) that will aid training efforts.
38. In designing advisor training, integrate the content areas with the skill, experience, and willingness of the advisors.
39. Publish periodic "advising newsletters" containing items of interest to academic advisors.
40. Mobilize appropriate campus resources and persons to assist in the training effort.
41. Evaluate training activities thoroughly and modify future sessions on the basis of suggestions and comments of participants.
42. Include in your advisor training program activities that will assist advisors in acquiring the skills necessary to become more effective "developmental" advisors.

Advising Information System

43. Develop a comprehensive information system that provides academic advisors with the information and resources they need—when they need them—in order to work effectively with individual advisees.
44. Compile and distribute a comprehensive advisor handbook.
45. Investigate the possibility of implementing a computerized student progress record for use in the advising process.
46. Provide advisors with a directory of campus referral sources.
47. Provide advisors with the information that results from the ACT Assessment Program for use in working with freshmen advisees.
48. Consider the adoption and use of ACT's DISCOVER, *Take Hold of Your Future*, ASSET, and VIESA programs as information resources in your advising program.

Selection of Advisors

49. Implement an advisor selection program that is based on selecting advisors who have the interest, inclination, and talent to be effective advisors.
50. Develop and communicate procedures for advisees and advisors to request changes in assignment, if desirable.

Advising Center

51. Consider carefully the establishment of a centralized academic advising center that would serve as a focal point for academic advising. The center would provide a single location, easily accessible to students, where students could receive ongoing advising relative to their educational and career planning needs at times convenient to students.

ACTION PLANNING GUIDE

When you have completed your review and consideration of the set of recommendations, you are ready to prepare for the implementation of improvements—the action step. To produce any real payoff for you, your campus, and your students, the ideas you have gained through this audit must be converted into specific plans and actions unique to your campus.

This final worksheet is designed to guide you through this essential process. It is the most important part of your audit experience.

1. Review the previous list of recommendations.

2. List five recommendations which, in your judgement, should have priority for implementation at your institution.

3. What further analysis, if any, should be done before action is appropriate or possible on these recommendations?

4. Who will you need to contact individually to discuss steps leading to implementation of the recommendations?

5. What are the possible support areas or obstacles to implementation on the campus?

6. What additional resources, if any, will be necessary before the recommendations can be implemented?

7. Who needs to be involved if the recommendations are to be eventually implemented?

8. How will the proposal be presented?

9. What is the time-line for implementation?

Resources

Following are resources which you may wish to review for additional background information and insight into the topics covered in the *Academic Advising Audit.*

SOME ASSUMPTIONS ABOUT ACADEMIC ADVISING

Directions: Please indicate the extent of your agreement with each of the following statements by checking the scale ranging from "strongly agree" to "strongly disagree."

	Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree
1. Academic advising is an integral and necessary part of the higher education process and effectively delivered can greatly enhance the quality of students' educational and career decisions.	1	2	3	4	5
2. There is general consensus on our campus as to the purposes and goals of academic advising.	1	2	3	4	5
3. The primary purpose of academic advising should be providing assistance in course selection and scheduling.	1	2	3	4	5
4. Academic advising would be improved at our institution if there was stronger administrative support and leadership for advising.	1	2	3	4	5
5. There is a renewed interest and commitment to academic advising on our campus.	1	2	3	4	5
6. If our academic advising were more effective, there would be greater student retention.	1	2	3	4	5
7. Advisors on our campus are provided adequate information on their advisees.	1	2	3	4	5
8. Advisor training activities on our campus are well attended and result in improved advising.	1	2	3	4	5
9. The majority of our students would rate academic advising services as good or excellent.	1	2	3	4	5

(continued)

		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree
10.	Part of the evaluation of academic advising should be evaluation of individual advisors by the advisees.	1	2	3	4	5
11.	Effectiveness as an advisor should be a consideration in promotion, tenure, and merit pay increases.	1	2	3	4	5
12.	Our advising system should be more "intrusive" by making advisor/advisee contact mandatory at specific decision points in a student's academic career.	1	2	3	4	5
13.	There is an administrative model for the delivery of advising services on our campus which clearly designates authority, establishes accountability, and promotes coordination and integration campuswide.	1	2	3	4	5
14.	There should be more coordination and cooperation between academic advising and student support services.	1	2	3	4	5
15.	Academic advising is basically a teaching function, and most all faculty should be involved in academic advising.	1	2	3	4	5
16.	Academic advising is basically a counseling function, and full-time professional advisors should perform most academic advising.	1	2	3	4	5
17.	Only those faculty who have the desire should be involved in academic advising.	1	2	3	4	5
18.	Peer advisors can be just as effective as faculty or professional advisors in delivering most dimensions of academic advising.	1	2	3	4	5
19.	Special advising services, which can be distinguished from services available to all students, should be provided to subgroups of students who have special advising needs (e.g., adults, transfer, underprepared, athletes, underrepresented, undeclared, etc.).	1	2	3	4	5
20.	Overall, we have an effective advising program that is successfully meeting the advising needs of all our students.	1	2	3	4	5

ADVISING ROLE AND RESPONSIBILITY INVENTORY

The Advising Role and Responsibility Inventory contains a series of statements which may be considered some of the functions of the academic advisor. This inventory is designed to assess what you think the functions or responsibilities of the academic advisor should be. IT IS NOT DESIGNED TO EVALUATE THE PERFORMANCE OF THE ACADEMIC ADVISOR.

Please read each of the statements and answer according to the following:

P — The advisor has primary responsibility for this function.
S — The advisor shares with others in performing this function.
N — The advisor has no responsibility for this function.

Indicate your opinion by drawing a circle around the P, S or N. Please circle only one letter for each statement.

P S N (1) Suggest courses.

P S N (2) Help evaluate semester academic load in relation to other factors.

P S N (3) Recommend elective courses which might be beneficial.

P S N (4) Authorize "drops."

P S N (5) Authorize "adds."

P S N (6) Guide course selection in terms of advisees' characteristics and needs.

P S N (7) Sign course schedule for each semester enrollment.

P S N (8) Advise against taking inappropriate courses.

P S N (9) Counsel advisee on implications of schedule changes.

P S N (10) Help advisee formulate a schedule based on his/her time restrictions.

P S N (11) Guide advisee with undecided major to courses which may help to decide area of interest.

P S N (12) Recommend courses which may be helpful in later work or later study.

P S N (13) Help advisee explore life goals or values.

P S N (14) Know educational backgrounds needed for careers.

P S N (15) Provide information about job markets.

P S N (16) Help advisee select a major.

P S N (17) Provide information about course content.

P S N (18) Provide pertinent registration details (e.g. how to obtain instructor permissions, initiate irregular enrollments).

P S N (19) Provide information about prerequisites for graduate studies.

P S N (20) Recommend specific instructors.

P S N (21) Review with each advisee the requirements for graduation.

P S N (22) Define the advisee's role in advisement process.

P S N (23) Refer to other campus offices as resources when appropriate.

P S N (24) Define advisor's role in the advisement process.

P S N (25) Provide information about transferring to another school.

P S N (26) Explain general education courses as they relate to major.

P S N (27) Explain general education courses as they relate to preparation for life pursuits.

P S N (28) Orient advisee to university procedures (parking, financial aid, etc.).

P S N (29) Assist advisee with awareness of deadlines which affect him/her.

P S N (30) Explain existence of certain general education or major requirements.

P S N (31) Acquaint advisee with extracurricular activities.

P S N (32) Communicate students' needs to university personnel.

P S N (33) Maintain confidentiality of records about advisee.

P S N (34) Maintain an advisement file for each advisee.

P S N (35) Evaluate transcripts in relation to degree requirements.

P S N (36) Recommend course substitutions or other degree requirements.

P S N (37) Orient advisee to use of class schedule.

P S N (38) Write letters of recommendation.

P S N (39) Communicate academic information about advisee to appropriate professionals.

P S N (40) Attend in-service and professional meetings.

P S N (41) Keep up-to-date catalog information available for advisees.

P S N (42) Relate ACT/SAT scores to course selection.

P S N (43) Apprise the advisee of the opportunity for remedial or honor classes.

P S N (44) Review with advisee his/her academic performance.

(Central State University--Oklahoma)

SURVEY OF ADVISING PRIORITIES

South Dakota State University

Circle the letter in the right hand column which best describes your relative priority for the item using the following key:

N = Not a priority (Not important)	P = A priority (Important)	HP = a high priority (Essential)

AVAILABILITY (availability of advisor for advisee)

1. Spend sufficient time with advisees to fulfill their needs. N P HP

2. Meet appointments promptly with advisees. N P HP

3. Be present if office during posted office hours. N P HP

4. Have extended office hours during pre-registration. N P HP

5. Be available for phone calls from advisees during office hours. N P HP

6. Be available on a "walk-in-anytime" basis to advisees. N P HP

7. Make arrangements for a "substitute advisor" when absent from campus for more than a day. N P HP

8. Take initiative to have advisees meet with me (send letters, phone them, etc.). N P HP

9. Provide advisees with written information on such items as office hours, phone number and how to contact me. N P HP

INFORMATION

10. Be able to thoroughly explain university, college and major requirements to advisees. N P HP

11. Be knowledgeable about available resources and services to which an advisee may be referred for concern areas (Counseling, Student Health, Placement, Financial Aid, etc.). N P HP

12. Expect advisees to prepare for conference with advisor (tentative schedule prepared, advisee has necessary materials, etc.). N P HP

13. Assist advisees in course selections to enhance their career aspirations including graduate studies. N P HP

14. Keep current SDSU catalogs and schedule of classes in office. N P HP

15. Help students select courses and course levels appropriate to their abilities and interests. N P HP

16. Keep up-to-date folders on each advisee including addresses and phone numbers. N P HP

17. Check advisee's name (particularly first name) prior to each meeting so that I can use it furing the interview. N P HP

18. Encourage advisees to become involved in activities and organizations. N P HP

19. Know date deadlines for pre-registration, drop/add, etc. N P HP

20. Record a summary statement of each meeting with advisee. N P HP

21. Use Advisor Handbook to determine correct procedures and regulations. N P HP

ADVISOR/ADVISEE RELATIONSHIPS

22. Advisors are someone the advisee can discuss personal concerns and problems with and such discussions be held in confidence. N P HP

23. Advisors must establish a warm, open and working relationship with their advisees. N P HP

24. Listen to advisee's ideas and understand their concerns and point of view. N P HP

25. Advisors must communicate honest and realistic perceptions of advisee strengths and potential problems in respect to college and life goals, opportunities and present day needs. N P HP

26. Advisors assist advisees to be able to make decisions for themselves. N P HP

27. Advising should help students clarify their values and better understand themselves as a person. N P HP

28. Show interest in advisees outside office meetings in informal settings. N P HP

29. Advisors assist the advisee in making the transition from high school or work experiences to college. N P HP

30. Develop advisee awareness and a positive attitude for the university and his/her interaction with the university. N P HP

31. Stimulate advisees' recognition of their responsibility for exploring life/college goals and needs. N P HP

32. Assist advisees with low academic performances and study skill problems N P HP

ADVISOR PERCEPTION INVENTORY

Directions

Please indicate the extent of your agreement with each of the following statements by checking the scale ranging from "strongly agree" to "strongly disagree."

		Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Disagree
1.	Our present advising system is very effective.	1	2	3	4	5
2.	I am provided the necessary resources I need to be an effective advisor.	1	2	3	4	5
3.	I am clear about my duties as an advisor.	1	2	3	4	5
4.	I am satisfied with the way my advisees are assigned to me.	1	2	3	4	5
5.	My advising workload is fair compared to that of my colleagues.	1	2	3	4	5
6.	I have too many advisees to do my advising properly.	1	2	3	4	5
7.	I have enough information about my advisees to do a good job of advising.	1	2	3	4	5
8.	It is good to require meetings between advisees and advisors.	1	2	3	4	5
9.	I am satisfied with the current "recognition/reward" system for advising.	1	2	3	4	5
10.	I have difficulty keeping current about institutional regulations, policies, and procedures.	1	2	3	4	5
11.	Most of my advising time is spent on course selection and registration matters.	1	2	3	4	5
12.	I could benefit from attending advising workshops designed to improve my knowledge and skills as an advisor.	1	2	3	4	5
13.	I feel advising is an important part of teaching.	1	2	3	4	5
14.	I have a good knowledge of campus referral sources.	1	2	3	4	5
15.	I am comfortable advising students on non-academic matters.	1	2	3	4	5
16.	I am comfortable advising students on life/career plans.	1	2	3	4	5
17.	My advisees appear to appreciate the advice I give them.	1	2	3	4	5
18.	I would like to meet with my advisees more often.	1	2	3	4	5
19.	I have a good understanding of developmental advising.	1	2	3	4	5
20.	I enjoy my role as advisor.	1	2	3	4	5

PRESCRIPTIVE-DEVELOPMENTAL
ACADEMIC ADVISING CONTINUA

Select either prescriptive or developmental description of ideal academic advising, and then indicate how important that aspect is using: 1 = very important to 4 = slightly important for prescriptive advising OR 8 = very important to 5 = slightly important for developmental advising.

		Prescriptive	Developmental	
____	1.	Advisor tells student what he/she needs to know about programs and courses.	Advisor helps student learn about courses and programs for self.	____
____	2.	Advisor knows college policies and tells student what to do.	Advisor tells student where to learn about policies and helps in understanding how they apply to him/her.	____
____	3.	Advisor tells student what schedule is best.	Advisor teaches about schedule planning and student takes responsibility for planning own schedule.	____
____	4.	Advisor registers student for classes.	Advisor teaches student how to register self.	____
____	5.	Advisor informs about deadlines and follows up behind student.	Advisor informs about deadlines, then lets student follow up.	____
____	6.	Advisor tells student which classes to take.	Advisor presents class options; student makes own selections.	____
____	7.	Advisor takes responsibility for keeping advising file updated.	Advisor and student share responsibility for file.	____
____	8.	Advisor keeps informed about academic progress through files and records.	Advisor keeps informed about academic progress through records and talking to student about academic experiences.	____
____	9.	Advisor tells student what to do in order to get advised.	Advisor and student reach agreement about nature of advising relationship.	____
____	10.	Advisor uses grades and test results to determine courses most appropriate for student.	Advisor and student use grades, test results, and self-determined interests and abilities to determine most appropriate courses.	____
____	11.	Advisor specifies alternatives and indicates best choice when student faces difficult decision.	Advisor assists student in identifying alternatives and weighing consequences when facing difficult decision.	____
____	12.	Advisor takes care of academic problems.	Advisor teaches student problem-solving techniques.	____
____	13.	Advisor does not deal with vocational opportunities in conjunction with advising.	Advisor deals with vocational opportunities in conjunction with advising.	____
____	14.	Advisor suggests what student should major in.	Advisor suggests steps student can take to help decide on major.	____
____	15.	Advisor identifies realistic academic goals based on grades and test results.	Advisor assists student in identifying realistic academic goals based on grades, test results, and self-understanding.	____
____	16.	Advisor is not knowledgeable about help available with non-academic concerns.	Advisor is knowledgeable about available help for non-academic concerns.	____
____	17.	Advisor does not encourage discussion of personal problems.	Advisor encourages discussion of personal problems.	____
____	18.	Advisor is concerned mainly about academic life of student.	Advisor is concerned about personal, social, and academic life of student.	____
____	19.	Advisor unaware of student's outside-the-classroom life.	Advisor shows interests in student's out-of-class life.	____
____	20.	Advisor provides information mainly about courses and class schedules.	Advisor provides information about workshops and seminars in areas such as career planning and study skills, and courses and class schedules.	____
____	21.	Advisor discusses only academic interests and plans.	Advisor discusses academic and other-than-academic interests and plans.	____
____	22.	Advisor does not spend time discussing time management and study techniques.	Advisor spends time discussing time management and effective study techniques.	____

(Adapted from Winston and Sandor
"Developmental Academic Advising:
What Do Students Want"
NACADA Journal, April 1984)

OVERALL INSTITUTIONAL EFFECTIVENESS

The following goals for advising programs have been established by the National Academic Advising Association (NACADA). Consider whether your current advising services are delivered/designed in such a way that these goals are successfully achieved for most students. Use the following scale to rate each goal.

1 - Does not apply; no services have been implemented to address this goal
2 - Achievement not very satisfactory
3 - Achievement somewhat satisfactory
4 - Achievement satisfactory
5 - Achievement very satisfactory

_____Assisting students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations)
_____Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
_____Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career considerations, and selection of courses)
_____Assisting students in developing decision-making skills
_____Providing accurate information about institutional policies, procedures, resources, and programs
_____Making referrals to other institutional or community support services
_____Assisting students in evaluation or reevaluation of progress toward established goals and educational plans
_____Providing information about students to the institution, colleges, and/or academic departments

Using a scale of 1 (very ineffective) to 5 (very effective), rate the overall effectiveness of your institution's advising program on each of the following variables. Please make certain that you provide only **one rating for the entire advising program.**

1	2	3	4	5
Very Ineffective				Very Effective

_____Providing for the advising needs of your students
_____Providing advisors who are willing to participate in advising, have at least the basic skills necessary for advising, and have the time necessary to do an effective job of advising
_____Identifying and selecting individuals to participate in advising
_____Providing advisors with timely and accurate information on their advisees
_____Providing for communication among and between deans, department heads, advisors, and the coordinator of advising, if such a position exists
_____Implementing a training program for advisors
_____Providing advisor accountability, both to a higher level of authority and to advisees
_____Providing appropriate levels of coordination, direction, and supervision
_____Systematically evaluating both the advising program and advisors
_____Recognizing/rewarding quality advising
_____Meeting student needs when combined with the expenditure of human and fiscal resources

The Third ACT National Survey

on

the Status of Academic Advising

Wesley R. Habley
David S. Crockett

ACT
1988

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INTRODUCTION

The contribution of effective academic advising to student success is, by now, obvious to most administrators and faculty. These individuals recognize that students who formulate a sound educational/career plan based on their values, interests, and abilities will have an increased chance for academic success, satisfaction, and persistence. Academic advising remains the most significant mechanism available on most college and university campuses for aiding and abetting this important process. Substantive advising services are a prerequisite to the successful transition of students into the postsecondary system as well as to their persistence to completion. This report presents the results from the third national ACT survey on the status of academic advising in colleges and universities.

In 1979, with the encouragement and support of the National Academic Advising Association (NACADA), The American College Testing Program (ACT) conducted the first National Survey of Academic Advising. Carstensen and Silberhorn (1979) reported the following conclusions from that study:

- There are more similarities than differences in the approaches institutions take in the delivery of academic advising services. In general, institutions are traditional in their reliance on faculty to dispense information through the academic advising process.

- Generally, academic advising has been and still is perceived by administrators to be a low-status function.

- Those responsible for the delivery of academic advising services see advising as addressing the information needs of students rather than as an integral part of the students' total development which includes career and life planning. This is reflected not only in the manner in which the service is delivered, but also in the materials used and the training provided to those who serve as advisors.

- There are few effective systems in place for the evaluation of academic advising and little reward or recognition attached to its successful delivery.

- Generally, institutions have no comprehensive statement of policy regarding the delivery of academic advising. This may indicate a lack of a clear sense of institutional mission in delivering this service.

That first survey provided the higher education community with "baseline" data on academic advising in postsecondary institutions across the country.
Undergraduate academic advising practices were examined in a second National Survey of Academic Advising conducted by the ACT National Center for the Advancement of Educational Practices in 1983. The survey instrument focused on those elements identified in the research on academic advising as important characteristics in the organization and delivery of advising services. This survey provided the opportunity to compare findings with the results of the initial survey and to note changes in trends and practices.

The data in the 1983 National Survey on Academic Advising were based on a national sample of 1,095 two- and four-year public and private institutions of higher education. The institutions, chosen by a random sampling procedure that ensured responses would reflect national trends with a sampling error of less than 5 percent, were the same institutions included in the sample for the 1979 National Survey on Academic Advising.

Crockett and Levitz (1983) summarized the results of the second National Survey on Academic Advising as follows:

Advising Goals and Needs

- With the exception of student development goals, institutions perceive that they are by-and-large successfully meeting the advising goals established by the National Academic Advising Association.

- Respondents cite greater administrative support and recognition for advising and expanded training for advisors as their greatest needs.

Administration of Advising Services

- On half of the campuses, advising policies and procedures are determined centrally for the entire institution.

- The most common method of assigning students to advisors is to make assignments directly to academic units on the basis of intended major. Students without a declared major receive supplemental advising services.

- **Advising centers are more frequently employed in the delivery of advising at public colleges than at private colleges. Since 1979, there has been about a 5 percent gain in the number of advising centers.**

- **There is a Director/Coordinator of Academic Advising at about one-fifth of the institutions. While this represents a slight increase since 1979, most persons holding this title are still not assigned these responsibilities on a full-time basis.**

Delivery of Advising Services

- **There appears to have been a significant increase in the proportion of institutions that have developed a comprehensive, written statement on the purposes and procedures of their advising programs. Today 63 percent of institutions have such a document, compared to only 26 percent in 1979. However, many of these statements still exclude the critical elements of selection, training, and reward of advisors.**

- **The degree of intrusiveness, as measured by requiring students to contact advisors at critical decision junctures, has not increased since 1979. At 43 percent of the institutions, students meet with their academic advisor 1-2 times during the first term of their freshman year; at another 43 percent of the institutions freshmen meet with their advisors 3-4 times during the first term.**

- **Less than half of the institutions indicate that they provide special advising services for selected groups of students that are distinguishable from services available to all students.**

- **As was true in 1979, faculty advising continues to be the predominant advising delivery mode at all types of institutions. Typically between 1 and 19 students are assigned to each faculty advisor. The majority of institutions have no formal recognition/reward system for those engaged in advising students. As was the case in 1979, three-fourths of the colleges do not consider advising effectiveness in making promotion/tenure decisions.**

- **Group advising, except during freshman orientation, appears to be an underutilized advising strategy.**

- **Peer advisors are used to supplement the regular advising program in nearly half of the institutions.**

Training, Evaluation, and Advising Materials

- Many institutions are providing only a minimum of training to those involved in the advising process. This most often takes the form of an annual orientation meeting held at the beginning of the fall term. Only about a quarter of the institutions conduct regularly scheduled in-service workshops during the year.
- The vast majority of institutions have not implemented a systematic and periodic appraisal of either their advising programs or individual advisor performance.
- Advisors routinely have available college grade reports and admission test data for use in advising and are provided with material and resources necessary to the course selection and registration process. Six out of ten institutions have developed Advising Handbooks.

The results from these two national surveys have been cited frequently in the literature and used as a catalyst to improve support for academic advising on individual campuses. Because these survey data have come to be valued by many interested in improving academic advising, it was decided to conduct a third national survey. The purpose of this survey was to update information for members of the advising profession who rely on the ACT advising surveys as a source of information about current practices and trends in academic advising.

Methodology

The data in the 1987 National Survey of Academic Advising are based on a new sample of institutions drawn from a total population of 2,606 two- and four-year public and private institutions. (See Table 1 below for a description of sampling frame.)

Table 1

Type of Institution	n	%
two-year public	932	35.8
two-year private	138	5.3
four-year public	516	19.8
four-year private	1020	39.1
Total	2606	100.0%

A sample of 652 institutions was selected which would ensure, if a 60 percent response rate was achieved, that the respondents would be reflective of national trends with a sampling error of less than 5 percent. This report is based on responses from 447 institutions representing a return rate of 69 percent. This response rate compared favorably with the return rates of the two earlier surveys (1979 = 75 percent; 1983 = 69 percent). As shown in Table 2, the distribution of the responding institutions follows closely that of the sampling frame, thus one may assume that the sample is nationally representative of institutional types.

Table 2

Type of Institution	n	%
two-year public	155	34.7
two-year private	27	6.0
four-year public	91	20.4
four-year private	167	37.4
Total*	440	98.5%

*7 institutions, 1.5%, chose the "other" category for institutional type.

A further understanding of the respondents is provided in Table 3.

Table 3

Size of Undergraduate Enrollment

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Under 1,000	14.2%	77.8%	6.6%	41.6%	26.9%
1,000-2,499	36.8	22.2	20.9	41.6	34.5
2,500-4,999	21.9	0.0	17.6	10.8	15.5
5,000-9,999	15.5	0.0	29.7	5.4	13.5
10,000-19,999	9.0	0.0	15.4	0.6	6.7
Over 20,000	2.6	0.0	9.9	0.0	2.9

The survey instrument was designed so that responses could be reported for advising programs conducted within academic units or departments or delivered through advising offices. The organizational structures or models of advising used in this survey are those developed by Habley (1983). Surveys were mailed to the Director/Coordinator of Academic Advising at each institution with a request that the survey be completed by the person most knowledgeable about the campus advising program. Table 4 provides the title of respondents by institutional type.

Table 4

Title of Respondent

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Director/Coord of Advising	11.9%	7.4%	39.6%	17.4%	19.6%
Director of Counseling	31.1	0.0	5.5	3.6	13.1
VP/Dean of Academic Affairs	11.9	44.4	11.0	30.5	20.5
Asst. VP/Dean of Academic Affairs	1.3	7.4	18.7	15.0	10.6
VP/Dean of Student Affairs	11.9	3.7	3.3	5.4	7.0
Asst. VP/Dean of Student Affairs	3.3	0.0	2.2	1.2	2.0
College Dean or Department Chairperson	4.6	7.4	4.4	7.2	5.6
Other	23.8	29.6	15.4	19.8	21.4

Findings And Discussion

Coordination and Organization of Campus Advising System

In this section of the survey, respondents were asked to provide data on the coordination and reporting line of the individual charged with responsibility for the advising program, the existence and content of an institutional policy statement on academic advising, and the identification of an organizational model for the campus advising system.

Coordination and Reporting Lines

Table 5 depicts the title of the individual (if any) who has the responsibility for the coordination of academic advising on the campus.

Table 5

Coordinator of Academic Advising on Campus

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total	1983 Total
Dir/Coord of Advising	10.4%	14.8%	39.6%	21.1%	20.9%	19.0%
Director of Counseling	33.8	3.7	5.5	3.0	14.2	11.0
VP/Dean of Academic Affairs	8.4	40.7	12.1	25.9	18.0	16.0
Asst. VP/Dean of Academic Affairs	3.9	3.7	14.3	12.7	9.4	6.0
VP/Dean of Student Affairs	11.7	0.0	3.3	4.2	6.3	6.0
Asst. VP/Dean of Student Affairs	4.5	0.0	1.1	1.8	2.5	2.0
College Dean or Dept. Chairperson	3.9	7.4	6.6	13.3	8.1	12.0
Other	16.9	22.2	8.8	13.3	14.4	20.0
No one has this responsibility	6.5	7.4	8.8	4.8	6.3	9.0
N =	154	27	91	166	445	

When comparing data for the total survey group in 1983 and 1987, two trends become obvious. First, there appears to be a swing toward campuswide coordination of the advising system. Coordination by a college dean or the department chairpersons is on the decrease as is the rather diverse category labeled "other." And, coordination at the Vice President, Assistant Vice President, and Director level has increased. In spite of the trend toward campuswide coordination, there was little change in the assignment of coordination responsibilities to an individual with the title Director or Coordinator of Academic Advising.

The second trend of note is that there is increasing recognition that the function of advising should be coordinated as indicated by a decrease in responses to the category "No one has this responsibility" from 9 percent in 1983 to 6.3 percent in 1987.

There is substantial difference in the title of the individual responsible for coordinating advising among the four institutional types. The most common title for the person responsible for coordination in each type is:

• Two-year public	Director of Counseling (33.8%)
• Two-year private	VP/Dean of Academic Affairs (40.7%)
• Four-year public	Director/Coord of Advising (39.6%)
• Four-year private	VP/Dean of Academic Affairs (25.9%)

As might be expected, the amount of time an individual spends in the coordination of the advising system is directly related to the breadth of his/her responsibilities. Table 6 reports the time spent on coordinating responsibilities. Note the higher percentage of full-time individuals (24.7 percent) from four-year public institutions where the title Director/Coordinator of Academic Advising is the most common title. In addition, private institutions where Vice President/Dean of Academic Affairs is the most common title, indicate the highest percentage of individuals devoting "less than one-quarter time" to the coordination function. A similar phenomenon exists at the two-year college where the Director of Counseling is the most common title.

Table 6

Time Spent on Responsibilities of Coordinating Advising

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Less than one-quarter time	46.1%	65.2%	42.0%	47.5%	47.1%
One-quarter time	24.1	8.7	11.1	21.3	19.4
Half-time	12.1	21.7	16.0	15.0	14.3
Three-quarter time	6.4	0.0	6.2	6.3	5.8
Full-time	11.3	4.3	24.7	10.0	13.3
N =	141	23	81	160	412

The reporting lines of the individuals responsible for the coordination of campus advising are reported in Table 7. Although the data for institutional types is not reported here, it is obvious that more than 32 percent of all advising programs report through the academic affairs reporting line while slightly more than 17 percent report through the student affairs reporting line. It is also significant to note that 30.7 percent of the institutions indicate that the individual coordinating campus advising reports to the President of the institution.

Table 7

Individual Responsible for Coordinating Campus Advising System (By Positional Reporting Line)

	Dir Adv	Dir Cnslng	VP AA	AVP AA	VP SA	AVP SA	Dean	Other	Total
President	2.2%	4.8%	92.3%	19.0%	88.9%	27.3%	33.3%	4.7%	30.7%
VP - AA	32.3	17.5	3.8	61.9	7.4	9.1	33.3	34.4	25.9
AVP - AA	17.2	6.3	0.0	4.8	0.0	9.1	2.8	3.1	6.2
VP - SA	12.9	49.2	0.0	0.0	0.0	18.2	5.6	7.8	12.5
AVP - SA	8.6	9.5	0.0	0.0	0.0	27.3	0.0	4.7	4.8
Dean	9.7	4.8	0.0	11.9	0.0	0.0	19.4	25.0	9.8
Other	17.2	7.9	3.8	2.4	3.7	9.1	5.6	20.3	10.1
N =	93	63	78	42	27	11	36	64	417

Organizational Models

The definition of organizational models for academic advising was taken from the schema developed by Habley (1983) and also discussed in an article by Habley and McCauley (1987). Respondents were asked to consider the following statements and check the one statement which most closely described the overall organization of advising services on their campuses. A fuller description of the models can be obtained by reviewing the articles cited above.

Faculty-Only Model--All students are assigned to an instructional faculty member for advising.

Supplementary Model--All students are assigned to an instructional faculty member for advising. There is an advising office which provides general academic information and referral for students, but all advising transactions must be approved by the student's faculty advisor.

Split Model--There is an advising office which advises a specific group of students (e.g., undecided, underprepared, nontraditional). All other students are assigned to instructional units and/or faculty for advising.

Dual Model--Each student has two advisors. A member of the instructional faculty advises the student on matters related to the major. An advisor in an advising office advises students on general requirements, procedures, and policies.

Total Intake Model—Staff in an administrative unit are responsible for advising ALL students for a specified period of time and/or until specific requirements have been met. After meeting those requirements, students are assigned to a member of the instructional faculty for advising.

Satellite Model—Each school, college, or division within the institution has established a unit which is responsible for advising.

Self-Contained Model—Advising for all students from point of enrollment to point of departure is done by staff in a centralized advising unit.

The distribution on this item is presented in Table 8.

Table 8

Organizational Models by Institutional Type

Model	2-year Public	2-year Private	4-Year Public	4-Year Private	Total
Faculty-Only	25.8%	59.3%	31.9%	37.1%	33.1%
Supplementary	12.3	7.4	18.7	29.9	19.9
Split	23.2	3.7	36.3	15.6	22.1
Dual	3.9	7.4	1.1	6.0	4.3
Total Intake	3.9	7.4	5.5	4.8	4.7
Satellite	4.5	0.0	5.5	4.2	4.5
Self-Contained	26.5	14.8	1.1	2.4	11.4
N =	155	27	91	167	447

In reviewing Table 8, several conclusions can be drawn. First, the Faculty-Only Model has been, and continues to be, the primary organizational model for advising on all campuses. This survey indicates, however, that the Faculty-Only Model exists in only about one-third (33.1 percent) of the institutions surveyed. Although it may be easy to conclude that this model is on the decline, it should be noted that faculty are the sole source of formal advising responsibility in the Supplementary Model also. Fifty-three percent of our respondents indicate that faculty has sole responsibility for the delivery of advising services on their campuses. Although exact comparative data are not available, the 1983 survey reported that 53 percent of the institutions indicated that freshman advising was the responsibility of the faculty. In addition, it is safe to assume that with the exception of the Self-Contained Model, faculty has the primary responsibility for advising which takes place in each of the other models.

A second observation gleaned from Table 8 is that the four most common models (Faculty-Only, Split, Supplementary, and Self-Contained) account for 86.5 percent of the campuses surveyed. Each of the other three models (Total Intake, Dual, and Satellite) is found in less than one institution in twenty. Since the organizational models were not used in the 1983 survey, only future research on the models will provide an accurate picture of trends in their deployment.

The final conclusion on organizational models is that there is significant variability in the utilization of models when institutional type is considered. Table 9 depicts the top-ranked models for each of the institutional types.

Table 9

Most Prevalent Organizational Models by Institutional Type

Rank	2-Year Public	2-Year Private	4-Year Public	4-Year Private	All Institutions
1	Self-Contained (26.5%)	Faculty-Only (59.3%)	Split (36.3%)	Faculty-Only (37.1%)	Faculty-Only (33.1%)
2	Faculty-Only (25.8%)	Self Contained (14.8%)	Faculty-Only (31.9%)	Supplementary (29.9%)	Split (22.1%)
3	Split (23.2%)	Dual/Total Intake (7.4%)	Supplementary (18.7%)	Split (15.6%)	Supplementary (19.9%)

The two-year public colleges seem to display no clear preference for a model: the self-contained (26.5 percent), faculty-only (25.8 percent), and split (23.3 percent) models are utilized almost equally among the 155 two-year public colleges participating in this survey.

As could be anticipated, four-year private institutions rely most heavily on the two models which utilize faculty advisors solely (faculty-only and supplementary). Finally, the greatest diversity in choice of organizational models appears in the two-year institutions where either the totally centralized (self-contained) or the totally decentralized (faculty-only) are the two most popular models.

Institutional Policy Statement on Academic Advising

One of the most important aspects of a quality academic advising program is the existence of a policy statement. Table 10 reports the existence of a policy statement from both the 1983 and 1987 surveys.

Table 10

Percentage of Institutions with Advising Policy Statement

	2-Year Public		2-Year Private		4-Year Public		4-Year Private		Total	
	83	87	83	87	83	87	83	87	83	87
Yes	63%	51.6%	57%	53.8%	62%	53.4%	66%	56.8%	63%	53.9%
No	36	48.4	43	46.2	36	46.6	31	43.2	35	46.1

Significant disparity is apparent between the 1983 and 1987 surveys in respondents' reports on the existence of an advising policy statement. There was a decrease of 9.1 percent in the number of institutions reporting the existence of such a statement from 1983 to 1987. The greatest change is found among two-year institutions where 11.4 percent fewer institutions reported having a policy statement on advising.

To assess the comprehensiveness of existing policy statements, respondents were asked to indicate whether specific elements were covered in their statements. Table 11 reports the inclusion of these topics for those institutions which reported that a policy statement existed.

Table 11

Elements Detailed in Statement on Academic Advising[1]

	2-Year Public		2-Year Private		4-Year Public		4-Year Private		All Institutions	
	83	87	83	87	83	87	83	87	83	87
Philosophy	73%	75.9%	76%	83.3%	68%	71.7%	73%	76.1%	72%	75.9%
Goals	82	77.2	81	83.3	80	71.7	81	78.5	81	77.3
Delivery Strategies	54	54.4	56	33.3	59	37.0	53	57.6	55	51.7
Advisor Responsibilities	72	75.9	100	75.0	71	80.4	83	91.4	78	82.4
Advisor Selection	28	38.0	38	33.3	29	26.1	31	27.2	30	31.0
Advisee Responsibilities	N/A*	46.8	N/A	33.3	N/A	60.9	N/A	47.3	N/A	49.4
Advisor Training	22	29.1	18	25.0	28	21.7	21	25.8	23	25.8
Advisor Evaluation	N/A	20.3	N/A	33.3	N/A	15.2	N/A	12.0	N/A	16.8
Recognition/Reward	9	8.9	6	8.3	11	10.9	7	10.9	8	9.9

(1) Multiple responses possible; percentages will not total 100%.

*Data not available. Item was not included in 1983 survey.

An analysis of the data presented in Table 11 leads to the conclusion that there are no discernible changes in advising policy content either for all institutions or among institutional types. Nearly half (49.4 percent) of the 1987 respondents report that advisee responsibilities are included in their policy statements, a topic which was not included as an item in the 1983 survey.

In addition, philosophy of advising, goals of advising, and advisor responsibilities were the only items included in the policy statements of 75 percent or more of the institutions reporting in both the 1983 and the 1987 surveys.

The changes which do exist within institutional type from 1983 to 1987 may be more a function of the small number of institutions reporting, particularly for the private two-year college where only 12 institutions had policy statements which were presented in Table 11.

On a final note, the reader should be reminded that Table 11 represents only those institutions which have a policy statement on academic advising (53.9 percent of the institutions surveyed). A more in-depth analysis of the data reported in both Tables 10 and 11 leads to conclusions such as 40.9 percent (.539 x .759) of all institutions in our sample have an advising policy statement which includes the institution's philosophy of advising. Similar comparisons can be undertaken for institutional types by multiplying the percentage of the institutional type with a policy statement by the percentage of that institutional type including a particular item in that existing statement.

Evaluation of Program Effectiveness

Table 12 reports both the 1983 and 1987 responses to the question "Does your institution regularly evaluate the overall effectiveness of your advising program?"

Table 12

Regular Evaluation of Program Effectiveness

	2-Year Public		2-Year Private		4-Year Public		4-Year Private		All Institutions	
	83	87	83	87	83	87	83	87	83	87
Yes	22%	44.7%	7%	63.0%	17%	31.1%	23%	45.1%	21%	42.5%
No	75	55.3	89	37.0	80	68.9	74	54.9	76	57.5
Blank	4	N/A	4	N/A	3	N/A	3	N/A	3	N/A

Table 12 indicates that there is a pronounced trend toward the evaluation of advising program effectiveness both within institutional types and across all institutions. Although only 42.5 percent of institutions report the systematic evaluation of advising program effectiveness, the figure is more than double the percentage reported in the 1983 survey (21.0 percent).

Academic Departments

This section of the National Survey was intended to provide a description of the academic advising practices which exist in academic units or departments within the institution. Throughout this section the term "faculty advising" is used interchangeably with the terms "academic department" and "academic unit" because the preponderance of the advising in academic units is the responsibility of the teaching faculty. It should be noted, however, that a small but significant portion of the advising is conducted by non-instructional personnel, paraprofessional advisors, and peer advisors.

Institutions responding to this section represent all the organizational models described in the previous section of this chapter with the exception of those respondents who identified with the self-contained model for the delivery of advising services.

In an attempt to capture the diversity of practices in academic departments, the researchers asked the respondents to check the extent to which selected characteristics applied to the academic departments on their campuses. Respondents were asked to check one of the five categories listed below:

ALL — If the characteristic applied to all academic departments on the campus.

MOST — If the characteristic applied to at least two-thirds, but not all of the departments on the campus.

SOME — If the characteristic applied to more than one-third but less than two-thirds of the departments on the campus.

FEW — If the characteristic applied to one-third or less of the departments on the campus.

NO — If the characteristic applied to none of the departments on the campus.

For the purpose of reporting the data, the categories MOST, SOME, and FEW were collapsed into a single category labeled SOME on the tables which follow.

No comparable data exists from the 1983 Survey of Academic Advising because that survey provided no systematic methodology for separating faculty advising from other advising which took place on the campuses surveyed. A goal of this research is to provide baseline data for a future study measuring changes in advising practices within academic departments.

Delivery of Advising Services in Academic Departments

These items of the survey deal with the identification of individuals who serve as academic advisors, the prevalent roles of those advisors, and the utilization of group advising formats to deliver services to students. Table 13 reports the extent of involvement of advisor types within the academic units.

The primary delivery of advising services in the academic departments is through instructional faculty with 49.9 percent of the institutions reporting the utilization of instructional faculty in all departments. In addition, 50.1 percent of the institutions reported that department chairpersons advise in all of their departments. The use of paraprofessional and peer advisors was extremely low with 86.4 percent and 82.8 percent, respectively, of the institutions reporting no utilization of those advisor types in academic departments. Non-instructional personnel are utilized in all departments on the campuses of only 6.8 percent of the institutions surveyed.

When institutional type is considered, the following tendencies are noted:

1. The use of both department heads and instructional faculty is higher in private institutions than in public institutions.

2. The use of peer and paraprofessional advisors in academic departments is a practice associated almost exclusively with four-year institutions—particularly public institutions. Even so, they are used in only some departments at these institutions.

3. Public institutions appear more likely to utilize non-instructional personnel to deliver advising services in academic departments.

Data reported in Table 14 describe the methods by which faculty become involved in the advising process. Respondents were asked to rate the extent to which faculty volunteered, were required, or met selection criteria to become advisors.

One of the current themes in advising literature is the utilization of only faculty who volunteer for advising services within the department. The data for all institutions, however, indicate that faculty are required to advise in ALL (48.4 percent) or SOME (36.6 percent) of the departments. Voluntary participation in the departmental advising programs does not exist at all for 60.2 percent of the total group, and the use of selection criteria for participation of faculty does not exist at all for 67.9 percent of the campuses reported in this survey.

Comparisons of institutional types lead to the following observations.

1. Voluntary participation is most likely to occur in four-year public institutions, although the mode for those institutions and their private counterparts is to require faculty to advise.

2. Selection criteria are most likely to be applied in four-year private institutions, although selection criteria are applied in all departments at only 12.3 percent of these four-year private institutions.

3. Faculty are most likely to be required to advise in two-year institutions; 58.5 percent of two-year public and 75.0 percent of two-year private institutions require faculty to advise in all departments on campus.

Table 13

Advisor Types in Academic Departments

Advising Personnel	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Department Heads	45.9	36.7	17.4	65.0	15.0	20.0	31.1	57.8	11.1	62.7	29.1	8.2	50.1	38.0	12.0
Non-Instructional Personnel	13.8	41.2	45.0	5.0	35.0	60.0	2.2	61.1	36.7	3.8	35.4	60.8	6.8	42.8	50.4
Instructional Faculty	48.6	45.0	6.4	70.0	25.0	5.0	40.0	55.6	4.4	55.1	39.2	5.7	49.9	44.6	5.5
Paraprofessionals	2.8	6.4	90.8	0.0	0.0	100.0	0.0	35.6	64.4	0.0	5.3	94.9	0.8	12.8	86.4
Peers	0.9	4.6	94.5	0.0	5.0	95.0	0.0	35.6	64.4	3.8	12.0	84.2	1.8	15.4	82.8

Table 14

Selection of Faculty Advisors

Method	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
They volunteer	10.4	20.7	68.9	0.0	15.0	85.0	2.3	51.1	46.6	9.7	29.9	60.4	7.8	32.0	60.2
They meet certain selection criteria	4.7	12.3	83.0	5.0	5.0	90.0	2.3	32.9	64.8	12.3	31.2	56.5	7.2	24.9	67.9
They are required to advise	58.5	21.7	19.8	75.0	25.0	0.0	46.8	35.0	18.2	46.8	35.0	18.2	48.4	36.6	15.0

A final question in the delivery of advising services within academic departments is the extent to which group advising formats were utilized to deliver services. Table 15 reports on the use of such formats.

Small group meetings during orientation or registration are the most used of the group advising formats investigated. Nearly one-third (32.7 percent) of the institutions responded that all departments employed small group meetings, and 60.1 percent reported that some departments utilized that strategy. Credit or non-credit courses and workshops or seminars were far less popular as group strategies, with 60.1 percent and 58.6 percent respectively reporting that no departments utilized those strategies.

When institutional type was considered, the following trends were observed.

1. Public institutions were most likely to employ at least one of the group advising formats in at least some of their departments.

2. Two-year public institutions were most likely to provide credit-bearing or non-credit courses as a group advising strategy, with 18.5 percent reporting such activity in all departments and 32.6 percent reporting courses in some of their departments.

Advisor Load and Student Contact

For a faculty advising program to be effective, several factors related to advisor/advisee contact need to be taken into account. First, the faculty advisor must have a reasonable number of students to advise. Second, the faculty member must devote time to the function of academic advising, allowing for more than perfunctory schedule approval once each term. Finally, policies and procedures should maximize the potential for interaction between the advisee and the faculty advisor.

Table 16 reports on the typical advisor load in academic departments.

The data presented in Table 16 for all institutions indicates that although loads are highly variable, faculty advisor loads of more than 40 advisees are rather uncommon. Further scrutiny of the original data which is not broken down in Table 15 shows that only 4.9 percent of the institutions report loads of more than 40 per advisor in most (two-thirds or more) of their departments. Only 2.5 percent of the institutions indicate loads in excess of 40 students in all of their departments.

Table 15

Group Advising Formats Utilized

Formats	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Credit or Non-Credit Courses	18.5	32.6	48.9	6.7	26.6	66.7	6.1	32.9	61.0	10.2	21.3	68.5	11.8	28.1	60.1
Workshops or Seminars	7.6	36.2	56.2	13.3	33.4	53.3	4.9	42.7	52.4	9.4	25.3	65.4	8.1	33.1	58.6
Small Group Meetings During Orientation or Registration	25.0	66.3	8.7	33.3	46.7	20.0	23.2	73.1	3.7	43.3	49.6	7.1	32.7	60.1	7.2

Variations in advisor load do appear among institutional types. The more substantial variations are:

1. Private institutions are more likely to exhibit loads of less than 20 students per faculty advisor than public institutions.

2. Public institutions are more likely to exhibit loads in excess of 40 students per advisor with 2.3 percent of four-year public institutions indicating this practice in all of their departments and 68.2 percent of those institutions indicating that at least some of their departments had loads in excess of 40. Similar distributions for two-year public institutions are 3.0 percent and 53.6 percent respectively. Although private institutions report comparable percentages of loads in excess of 40 advisees in all departments, the percentages of private institutions reporting loads in excess of 40 in at least some of their departments are substantially lower than the percentages reported for public institutions.

The amount of time faculty spend in the advising function is reported in Table 17.

Clearly, neither extreme (not more than about 1 percent or more than 15 percent) exists to any great degree at the campuses responding to this survey. But, by locating the highest percentage response to the "all departments" designation and the lowest percentage response to the "no departments" designation, it is possible to conclude that the mode for time spent in faculty advising across all institutions is between 1 percent and 5 percent. In addition, only a negligible percentage (3.0 percent) report that more than 15 percent of faculty time is spent on advising in all departments on campus.

When institutional type is considered, the following tendencies for faculty time spent in advising are noted.

1. Although one might assume that higher loads would have a direct bearing on the amount of time faculty spend in advising, the inverse may be true. While lower loads seem more the norm in private institutions (See Table 16), the norm for time spent in advising appears to be higher in private institutions.

2. The large percentages which exist in the "some" category are indicative of major variations in time spent in advising both between and among institutional types.

Measuring the degree of intrusiveness of advising in the academic department was the focus of Table 18. For this item, respondents were asked to assess the level of required advisor/advisee contact for eight common advising transactions.

For all institutions, advising in departments appeared to be only moderately intrusive. In at least 50 percent of institutions, contact is required by all

Table 16

Advisor Load

	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
Load	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Less than 20	3.0	68.2	28.3	20.0	70.0	10.0	8.0	73.8	18.2	16.3	73.2	10.5	10.7	71.8	17.5
20 - 40	7.1	74.7	18.2	10.0	55.0	35.0	4.5	83.0	12.5	2.6	71.3	26.1	4.6	74.4	21.0
More than 40	3.0	53.6	43.4	0.0	30.0	70.0	2.3	68.2	29.5	2.6	45.1	52.3	2.5	52.4	45.1

Table 17

Time Spent in Faculty Advising

	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
Time Advising	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Not More Than About 1%	1.9	36.2	61.9	5.3	15.8	78.9	2.3	46.5	51.2	3.4	26.8	69.8	3.0	33.7	63.3
Between 1% and 5%	24.8	54.2	21.0	36.8	36.9	26.3	9.3	65.7	25.0	10.7	53.7	35.6	15.9	55.9	28.2
5% to 15%	3.8	46.7	49.5	21.1	21.0	57.9	4.7	60.4	34.9	14.8	60.4	24.8	9.3	54.3	36.4
More than 15%	3.8	29.5	66.7	0.0	10.5	89.5	1.2	41.8	57.0	4.0	34.9	61.1	3.0	34.0	63.0

Table 18

Required Contact with Advisor

Required Contract	Two-Year Public All	Two-Year Public Some	Two-Year Public No	Two-Year Private All	Two-Year Private Some	Two-Year Private No	Four-Year Public All	Four-Year Public Some	Four-Year Public No	Four-Year Private All	Four-Year Private Some	Four-Year Private No	Total All	Total Some	Total No
Class Scheduling/ Registration	58.4	38.6	3.0	84.2	15.8	0.0	60.7	31.4	7.9	89.2	8.9	1.9	73.4	22.6	4.0
Adding a Class	38.6	37.6	23.8	68.4	26.3	5.3	40.4	37.1	22.5	76.4	19.3	4.3	57.0	26.3	16.7
Dropping/Withdrawing from a class	36.6	56.1	7.3	68.4	26.3	5.3	41.6	33.7	24.7	77.7	14.7	7.6	56.7	26.1	17.2
Declaring a Major	19.8	24.8	55.4	36.8	21.1	42.1	46.1	32.6	21.3	63.1	16.5	20.4	45.2	23.1	31.7
Changing a Major	29.7	27.7	42.6	47.4	15.8	36.8	48.3	27.0	24.7	61.8	18.5	19.7	48.4	23.4	28.2
Following Report of Unsatisfactory Progress	16.8	37.6	45.6	31.6	42.1	26.3	18.0	38.2	43.8	30.6	42.0	27.4	23.7	40.0	36.3
Approval of Graduation Plans	33.7	26.7	39.6	42.1	26.3	31.6	61.8	19.1	19.1	59.9	14.0	26.1	51.9	19.3	28.8
Withdrawing from School	27.7	46.9	25.4	52.6	5.3	42.1	20.2	23.6	56.2	35.7	21.0	43.3	30.4	23.1	46.5

academic departments for only four of the eight transactions listed. Class scheduling/registration contact is required by all departments in 73.4 percent of the institutions, while in slightly more than half of the institutions, all departments require contact when adding a class (57 percent), dropping or withdrawing from a class (56.7 percent), and approval of graduation plans (51.9 percent).

Conversely, contact is required in no department when a student withdraws from the institution (46.5 percent), receives an unsatisfactory progress report (36.3 percent), or declares (31.7 percent) or changes (28.2 percent) a major. On the basis of these data, it appears that advising in academic departments is viewed more as a clerical registration function than as a process in which the advisor intervenes at critical times such as when a student is experiencing academic difficulty, withdraws from the institution, or declares a change of major.

What may be true for all institutions, however, appears not to be true when institutional type is considered. Among the institutional types, tendencies exhibited in the data are:

1. Four-year private institutions appear to be more intrusive than the other institutional types. Contact is required by all departments in more than half of the institutions for six of the eight transactions listed.

2. Two-year private institutions are somewhat intrusive. Contact is required by all departments in more than half of the institutions for four of the eight transactions listed.

3. Four-year public institutions show little evidence of intrusiveness. Contact is required by all departments in more than half of the institutions for only two of the eight transactions listed.

4. Two-year public institutions are the least intrusive of the institutional types. Contact is required by all departments in more than half of the institutions on only one of eight transactions, and that is class scheduling, registration, and, these institutions have the highest rate of reporting that no departments require contact for five of the eight occasions listed.

A final factor on the topic of advisor load and contact with faculty advisors was the number of times advisors and advisees had contact during an academic term. Respondents were asked to check the response which best represented the number of contacts within academic departments. The results of this inquiry are presented in Table 19.

On the basis of the data for all institutions, most faculty advisors have contact with their advisees two times or fewer per academic term. A total of 34 percent of the institutions reported 2 or fewer contacts in all of their departments while a total of only 8.6 percent of all institutions reported 3 or more contacts per term in all departments.

Observable trends in student contact by institutional type are:

1. Advisor contact in four-year private institutions is more variable. For both the "0-1" contact category and the "6 or more" category private institutions reported the highest percentages for all departments when compared to the other institutional types, 25.5 percent and 3.3 percent respectively.

2. Four-year private institutions seem to have the highest frequency of contact during an academic term.

3. Four-year institutions seem to have a higher frequency of contact during an academic term than two-year institutions.

Training of Faculty Advisors

A set of items on the survey dealt with the existence of training programs, the formats utilized, and topics covered in training advisors in academic departments. Table 20 reports the existence of mandatory training programs in academic departments.

It is clear from this table that mandatory training for departmental advisors is far from the norm. Nearly half (44.6 percent) of all institutions reported that there was no mandatory training in any of the academic departments, while only 26.2 percent of institutions reported that training was mandatory in all of their academic departments. At 29.2 percent of the institutions, mandatory training was not systematically undertaken.

The following trends can also be observed:

1. Private institutions mandate training to a higher degree than public institutions. Private institutions reported both a higher percentage for all departments having mandatory training and a lower percentage for no departments having mandatory training.

2. Mandatory training appears to be the most inconsistent across departments at four-year public institutions. Only 8.8 percent of those institutions reported the existence of mandatory training in all departments on campus and 48.8 percent reported that mandatory training existed in none of the departments.

3. With the exception of four-year public institutions, however, over one-quarter of the institutions of each type report that mandatory training is required in all departments.

Table 19

Contacts Per Term

Time Advising	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
0 - 1	15.9	49.5	34.6	10.0	20.0	70.0	22.2	52.2	25.6	25.5	21.6	52.9	20.7	37.5	41.8
2	10.3	64.5	25.2	5.0	45.0	50.0	8.9	75.5	15.6	19.6	53.6	26.8	13.3	62.2	24.5
3 - 5	2.8	55.1	42.1	25.0	55.0	20.0	1.1	55.6	43.3	8.5	65.4	26.1	5.9	59.0	35.1
6 or more	1.9	32.7	65.4	0.0	25.0	75.0	2.2	27.8	70.0	3.3	37.2	59.5	2.7	32.7	64.6

Table 20

Mandatory Training Programs

Training Mandatory	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Yes	29.9	21.8	48.3	43.8	12.5	43.8	8.8	42.4	48.8	32.1	28.5	39.4	26.2	29.2	44.6
No	44.8	10.4	44.8	31.3	12.4	56.3	46.3	24.9	28.8	40.9	13.8	45.3	43.1	15.7	41.2

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Formats for training departmental academic advisors are presented in Table 21.

Where training programs exist the most common format for training departmental advisors in all institutions is the "workshop of one day or less." About 30 percent of the institutions reported that all departments employed that format. Slightly over 11 percent of the campuses reported that a series of short workshops throughout the year were utilized in all departments, and the same percentage of institutions (11.3 percent) reported that the format for training varied with the needs of the advisor in all of the departments on the campus.

When considered by institutional type, the following tendencies exist.

1. Four-year private institutions seem to be most likely to provide workshops of one day or less, a series of workshops throughout the year, a varied approach by advisor need, and other formats for advisor training.

2. Four-year institutions appear to employ more variety in training formats available at their institutions than two-year institutions.

The final aspect of training which was explored for faculty advisors in the national survey was that of the topics included in the training program. The topics were organized to include three content areas: conceptual skills, informational skills, and relational skills. Conceptual skills are defined as the ideas which advisors must understand. For the purpose of this survey, these included the "importance of advising" and "definition of academic advising." These skills are designated by a (C) in Table 22. Informational skills are defined as the things an advisor must know, and, for the purposes of this survey, included the items: academic regulations, policies and registration procedures, campus referral sources, career and employment information, and use of information sources. Informational skills are designated by an (I) in Table 22. Relational skills are defined as those behaviors an advisor must exhibit in the advising interaction and include counseling skills, interview skills, and decision-making skills. Those skills are identified by an (R) in Table 22. As one might anticipate, training programs for faculty advisors are heavily oriented toward the informational aspects of the role. Regulations, policies, and procedures are included in training for all departments at 66.1 percent of the institutions surveyed. Although career/employment information is the least likely of the information skills to be included in training programs in all departments (18.2 percent), campus referral sources and the use of information sources are included in all departments' training programs at 50.8 percent and 38.4 percent of the institutions, respectively.

Institutions also placed emphasis on training faculty advisors in conceptual skills with the "importance of advising" and the "definition of advising" included in the training programs of all departments for 52.8 percent and 38.1 percent of the institutions, respectively.

Table 21

Format for Faculty Advisor Training

Training Format	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Workshop One Day or Less	28.9	30.1	41.0	55.6	22.2	22.2	18.1	47.2	34.7	34.4	32.8	32.8	30.1	35.5	34.4
Workshop More Than One Day	3.6	6.0	90.4	0.0	11.1	88.9	2.8	11.1	86.1	1.6	10.4	88.0	2.3	9.3	88.4
Series	7.2	30.1	62.7	11.1	11.1	77.8	6.9	30.6	62.5	16.8	20.0	63.2	11.3	24.8	63.9
Method Varies by Advisor	8.4	24.4	67.2	11.1	11.1	77.8	12.5	31.9	55.6	12.8	18.4	68.8	11.3	22.8	65.9
Other	3.6	4.8	91.6	0.0	0.0	100.0	2.8	4.2	93.1	5.6	1.6	92.8	4.0	3.0	93.0

Table 22

Topics Included in Faculty Advisor Training

Training Topics	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Importance of Advising (C)	49.4	37.0	13.6	55.6	27.7	16.7	36.5	44.6	18.9	64.6	21.6	13.8	52.8	31.9	15.3
Definition of Advising (C)	39.5	24.7	35.8	44.4	22.3	33.3	21.6	33.8	44.6	46.2	22.3	31.5	38.1	26.1	35.8
Regulations, Policies, Registration Procedures (I)	60.5	37.0	2.5	100.0	0.0	0.0	48.6	48.7	2.7	75.4	21.5	3.1	66.1	31.3	26
Campus Referral Sources (I)	46.9	43.2	9.9	72.2	11.1	16.7	39.2	56.7	4.1	56.9	27.7	15.4	50.8	38.1	11.1
Career/Employment Information (I)	17.3	50.6	32.1	16.7	38.9	44.4	12.2	50.0	37.8	22.3	38.5	39.2	18.2	44.7	37.1
Use of Information Sources (I)	37.0	39.5	23.5	61.1	11.1	27.8	28.4	50.0	21.6	43.1	31.5	25.4	38.4	37.2	24.4
Counseling Skills (R)	18.5	46.9	34.6	16.7	38.9	44.4	10.8	39.2	50.0	27.7	36.1	36.2	20.5	39.8	39.7
Interview Skills (R)	17.3	39.5	43.2	0.0	33.3	66.7	6.8	31.0	62.2	19.2	36.2	44.6	14.7	35.5	49.8
Decision-Making Skills (R)	13.6	40.7	45.7	11.1	33.3	55.6	4.1	32.4	63.5	14.6	30.0	55.4	11.4	33.9	54.7

It is important to note that the least emphasis is placed on training faculty advisors in relational skills. Counseling, interviewing, and decision-making skills are included in the training programs of all departments in only 20 percent or less of the institutions surveyed.

There are discernible variations in the topics included when institutional type is considered. The most obvious of those variations are these:

1. Department advisor training programs appear to be the most comprehensive in four-year private institutions. The topics "regulations, policies, and registration procedures," "campus referral sources," and "the importance of advising" were included by all departments in more than 50 percent of the four-year private institutions reporting.

2. Four-year public institutions appear to have the least comprehensive training programs for faculty advisors. None of the training topics was included by all departments at more than 50 percent of those institutions.

3. For two-year public institutions, "regulations, policies, and registration procedures" was the only topic included by all departments in 50 percent or more of the institutions surveyed.

Evaluation of Departmental Advisors

The evaluation of individual faculty advisor performance was the topic explored in Table 23. Respondents were asked to report on the extent to which four evaluation techniques were used for faculty advisors.

Although no method of evaluating faculty advisors could be called widely used, the two most common methods for all institutions were supervisory performance review and student evaluation. In neither case, however, did the institutions reporting utilization in all departments on campus exceed 25 percent of the total group. Peer review, a method common in faculty evaluation, was the least utilized of the evaluation methods.

There were no major and discernible distinctions among the institutional types. With the exception of performance review by supervisor in the two-year private college, where a low N count of institutions in the category makes the data less convincing, no other characteristic for any institutional type was employed by all departments in more than 25 percent of the institutions surveyed.

Table 23

Methods for Evaluating Advisors

Method	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Student Evaluation	21.2	33.3	45.5	57.1	14.3	28.6	10.3	52.9	36.8	29.0	29.9	41.1	23.2	36.6	40.2
Self-Evaluation	16.7	30.3	53.0	14.3	35.7	50.0	14.7	38.2	47.1	14.0	31.8	54.2	14.7	33.9	51.4
Supervisory Performance Review	22.7	44.0	33.3	42.9	0.0	57.1	23.5	53.0	23.5	25.2	37.4	37.4	22.0	44.8	33.2
Peer Review	4.5	9.1	86.4	7.1	14.3	78.6	1.5	32.3	66.2	4.7	18.7	76.6	3.9	20.4	75.7

Recognition and Reward for Faculty Advising

The degree to which faculty advising is either recognized or rewarded is the subject of the data presented in Table 24.

The data presented in Table 24 clearly underscore the commonly held opinion that there is little recognition or reward associated with the role of the faculty advisor. Nearly 45 percent of all institutions provide no recognition or reward in any of their academic departments for those who function as faculty advisors. Of those institutions that do provide some mechanism for recognition or reward, the most prevalent recognition is as "a minor consideration in the promotion and tenure process." Yet, only 14.6 percent of the institutions surveyed employed that method in all departments on the campus.

In comparing institutional types, the following observations can be made:

1. No institutional type appears to place a major priority on recognition or reward for faculty advising.

2. Two-year institutions show a more uniform absence of these reward methods than is the case with four-year institutions.

Advisor Information Sources

Because access to reference tools and information about advisees is critical to the advising process, respondents were asked to assess the extent to which faculty advisors were provided with those information sources. Table 25 reports on responses to the inquiry of which reference materials were routinely provided to faculty advisors.

Only 2.4 percent of all institutions provide no reference tools for individuals who serve as faculty advisors. The most commonly available materials include computerized academic progress reports, academic planning worksheets, directory of campus referral sources, and an academic advising handbook. Yet, it is interesting to note the lower percentages of institutions which report that aggregate data on the student population, employment outlook projections, articulation worksheets, and forms for keeping anecdotal records are provided to faculty advisors in all of their departments.

When analyzed by institutional type, the following themes appear.

1. Private institutions appear to provide faculty advisors with more comprehensive reference materials than public institutions.

Table 24

Recognition/Reward for Faculty Advising

Recognition/Award	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Released Time From Instruction	4.3	9.5	86.2	15.0	5.0	80.0	4.6	29.9	65.5	4.9	12.7	82.4	5.2	15.7	79.1
Released Time From Committee Work	1.1	7.4	91.5	10.0	5.0	85.0	4.6	21.8	73.6	2.8	10.6	86.6	2.0	13.5	84.5
Released Time From Research Expectation	1.1	0.0	98.9	10.0	0.0	90.0	3.4	11.5	85.1	1.4	4.2	94.4	1.4	5.8	92.8
Salary Increments for Time Spent in Advising	2.1	6.3	91.5	5.0	10.0	85.0	0.0	10.3	89.7	3.5	15.5	81.0	2.3	11.5	86.2
Major Consideration in Promotion and Tenure	2.1	8.5	89.4	15.0	5.0	80.0	4.6	20.7	74.7	8.5	16.1	75.4	6.0	14.9	79.1
Minor Consideration in Promotion and Tenure	6.4	14.9	78.7	15.0	0.0	85.0	8.0	51.8	40.2	24.6	31.7	43.7	14.6	31.0	54.4
Awards for Excellence in Advising	1.1	7.4	91.5	5.0	5.0	90.0	2.3	12.6	85.1	1.4	7.1	91.5	1.7	8.6	89.7
No Reward	59.6	13.8	26.6	55.0	20.0	35.0	32.2	24.1	43.7	39.4	17.6	43.0	44.4	17.5	38.1

Table 25

Reference Materials Provided For Faculty Advisors

Reference Material	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Data on Student Application	23.3	33.0	43.7	21.1	15.7	63.2	15.7	38.2	46.1	30.7	21.6	47.7	24.4	28.7	46.9
Advising Handbook	52.4	10.7	36.9	52.6	0.0	47.4	43.8	30.4	25.8	48.2	14.5	37.3	48.2	16.8	35.0
Employment Outlook Projections	6.8	40.8	52.4	5.3	26.3	68.4	3.4	40.4	56.2	7.8	30.8	61.4	6.2	36.1	57.7
Computerized Student Academic Progress Reports	43.7	27.2	29.1	63.2	5.2	31.6	39.3	32.6	28.1	62.7	15.1	22.2	51.5	22.5	26.0
Academic Planning Worksheets	58.3	26.2	15.5	73.7	10.5	15.8	46.1	40.4	13.5	64.7	19.0	16.3	58.3	26.0	15.7
Forms for Anecdotal Records or Contracts	17.5	18.4	64.1	36.8	10.6	52.6	15.7	39.4	44.9	21.6	24.8	53.6	20.1	26.0	53.9
Articulation Worksheets	39.8	30.1	30.1	26.3	21.1	52.6	15.7	38.2	46.1	14.4	17.0	68.6	22.5	26.3	51.2
Director of Campus Referral Sources	47.6	15.5	36.9	52.6	5.3	42.1	48.3	24.7	27.0	51.0	11.1	37.9	49.3	15.7	35.0
No Reference Materials Provided	1.0	3.7	95.1	10.5	5.3	84.2	2.2	4.5	93.3	2.0	5.2	92.8	2.4	4.6	93.0

2. Four-year public institutions provide faculty advisors with the least comprehensive reference materials. None of the materials listed are provided to all faculty advisors in even half of the four-year public institutions represented in this survey.

Information about individual advisees is the second critical element in the advising information system supporting faculty advising. Table 26 presents findings on common sources of student data which are utilized in the faculty advising process.

For all institutions, the college transcript/grade reports, ACT/SAT testing data, and locally administered placement test results are most commonly provided for faculty advisors. To a lesser extent, faculty advisors have access to the admissions application and the high school transcript. Finally, relatively few faculty advisors have access to non-testing data provided through ACT or SAT. Overall, the availability of student data to faculty advisors appears to be extremely variable with high percentages appearing in the "Some" category, indicative of the lack of a campus policy on the distribution and utilization of student data in the advising process.

Comparison of data by institutional type yields similar distinctions to other items in this section on faculty advising. Among these distinctions are:

1. Private institutions provide faculty advisors with more comprehensive student information than public institutions.

2. Four-year public institutions provide faculty advisors with the least comprehensive data on their advisees as indicated by the low percentages of those institutions which provide individual information sources to faculty advisors in all departments on campus.

Advising Offices

Two hundred and sixty seven of the 447 institutions (59.7 percent) included in this report have advising offices. Excluded from this section are institutions characterized by the Faculty-Only Model and the Satellite Model (See Section 2). The distribution of institutions with advising offices by institutional type is reported in Table 27.

For most of the tables reported in this section, percentages will not sum to 100% because respondents were instructed to check all items which were applicable to a given question.

Table 26

Student Information Sources Provided to Faculty Advisors

Student Information	Two-Year Public			Two-Year Private			Four-Year Public			Four-Year Private			Total		
	All	Some	No	All	Some	No	All	Some	No	All	Some	No	All	Some	No
Admissions Application	40.0	13.0	47.0	50.0	6.0	44.4	25.9	18.8	55.3	37.8	14.1	48.1	36.1	14.6	49.3
High School Transcript	33.0	26.0	41.0	38.9	11.1	50.0	25.9	21.2	52.9	46.8	17.3	35.9	37.5	20.4	42.1
ACT/SAT Scores	40.0	26.0	34.0	55.6	11.1	33.3	47.1	32.9	20.0	64.1	15.4	20.5	52.6	22.3	25.1
Non-Testing ACT/SAT Information	17.0	20.0	63.0	16.7	11.1	72.2	17.6	28.3	54.1	32.7	16.0	51.3	24.0	19.5	56.5
College Transcript/ Grade Reports	66.0	24.0	10.0	88.9	5.5	5.6	65.9	27.0	7.1	82.1	10.8	7.1	73.8	18.5	7.7
Locally Administered Interest/Placement Test Results	66.0	19.0	15.0	55.6	11.1	33.3	41.2	31.7	27.1	42.3	16.7	41.0	49.0	21.0	30.0
Other Information	4.0	3.0	93.0	11.1	0.0	88.9	4.7	0.0	95.3	6.4	1.9	91.7	5.5	1.7	92.8

Table 27

Percentage By Type of Institution with Advising Offices

Two-Year Public	65.2%
Two-Year Private	37.0%
Four-Year Public	61.5%
Four-Year Private	56.9%
All Institutions	59.7%

In reviewing this section the reader will note the absence of comparisons with the 1983 Survey of Academic Advising. Changes in terminology make it impossible to provide comparable data. The 1983 survey focused on the activities of Advising Centers, units where actual advising was carried out. The 1987 survey focused on Advising Offices in a broader context. For instance, the Advising Office in the Supplementary Model is not responsible for direct delivery of formal advising, yet it was included in this section of the analysis.

Advising Office Delivery Systems

The purpose of this section of the report was to identify the extent to which a variety of service delivery methods are utilized in advising offices.

Table 28 reports the percentages of institutions which utilize specific advisor types in the delivery of services through their advising offices.

Table 28

Advising Office Personnel Utilized

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Full-Time Advisors	90.1%	31.1%	75.1%	36.1%	65.8%
Part-Time Advisors	51.3	94.4	53.4	56.7	57.0
Non-Faculty Advisors	41.8	33.3	45.5	61.5	49.3
Faculty Advisors	60.2	74.4	45.6	69.3	60.7
Paraprofessional Advisors	12.3	0.0	19.1	7.3	12.9
Peer Advisors	9.2	0.0	26.8	12.0	12.7

Several significant findings are obvious from the data presented in Table 28. First, the predominant advisor employed in advising offices is the full-time advisor. Although there is a lower pattern of usage in the private institutions, full-time advisors are utilized heavily in public institutions.

A second finding of importance is the extent to which faculty are utilized in the delivery of advising office services. For those readers who believe that the terms "advising office" and "faculty advising" are mutually exclusive, it should come as a major surprise that 60.7 percent of the institutions that had an advising office utilized faculty in the delivery of services.

Third, there are substantial differences between public and private institutions in the use of full-time and faculty advisors in advising offices. Full-time advisors are much more likely to be utilized in advising offices in public institutions while faculty advisors are much more likely to be utilized in advising offices in private institutions.

It is apparent that most advising offices use multiple methods in the delivery of services. That is, those offices utilize more than one advisor type. In fact, survey data not presented here indicate that only 15.9 percent of institutions use only one advisor type in the delivery of services.

Finally, peer and paraprofessional advisors, touted by some as a cost effective way to deliver services, are utilized predominantly in four-year public institutions, to a lesser extent in two-year public and four-year private institutions, and not at all in two-year private institutions.

Usage/utilization of group advising formats in advising offices is the focus of Table 29. Respondents were asked "Which of the following group advising formats are used by the advising staff?"

Table 29

Group Advising Formats Used

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Credit or non-credit courses	29.8%	11.1%	18.2%	14.8%	22.3%
Workshops or seminars	30.9	22.2	34.5	21.6	28.3
Small group meetings during orientation or registration	67.0	66.7	72.7	68.2	68.9
Other	4.3	0.0	3.6	2.3	3.2
Group advising not available	19.1	22.2	21.8	25.0	21.9
N =	94	9	55	88	251

The high percentage (68.9 percent) of group advising during orientation and registration is probably indicative of the fact that group advising is perceived primarily as a load relief strategy on most campuses. The use of group advising as a developmental strategy does not appear to be widely embraced with only 22.3 percent and 28.3 percent of institutions surveyed reporting the existence of courses or workshops, respectively. And, on more than 20 percent of the campuses, group advising formats are not used to support the delivery of services.

Advisor Load and Student Contact

Since one of the perceived advantages of developing an advising office is the impact such an office can have on the availability of advisors and the number of contacts those advisors have with their advisees, the survey posed three questions to respondents:

1. What is the approximate number of advisees assigned to each full-time equivalent advisor in your advising office?
2. On what occasions are students required to contact the advising office?
3. What is the average frequency of contact between staff of the advising office and advisees during an academic term?

Table 30 presents the responses to the first of these questions.

Table 30

Advisor Load: Approximate Number of Advisees Per Full-Time Equivalent Advisor

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Fewer than 100 students	53.4%	60.0%	33.3%	60.8%	51.7%
100-199 students	4.1	10.0	12.8	15.2	10.7
200-299 students	2.7	10.0	20.5	6.3	8.3
300-399 students	11.0	0.0	10.3	2.5	6.8
400-499 students	15.1	0.0	10.3	7.6	10.7
500-599 students	9.6	10.0	0.0	2.5	5.4
600-699 students	4.1	0.0	2.6	2.5	2.9
700 or more students	0.0	10.0	10.3	2.5	3.4
n =	73	10	39	79	205

At first glance, the data presented in Table 30 seem to indicate that the advisor load picture is much better than anticipated in that more than 70 percent of the institutions report an advisor load within what most experts in advising feel is an acceptable ratio: 300 to 1. Nevertheless, nearly 30 percent of the institutions exceed that acceptable standard and more than 6 percent of the institutions double that standard. The advisor/advisee ratio is higher in public institutions than it is in private institutions.

Measuring the degree of intrusiveness of advising offices was the intended outcome of the second question on required advisee contact with advising office personnel. Data on that item are presented in Table 31.

Table 31

Occasions When Students are Required to Contact Advising Office

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Class scheduling/registration	69.3%	70.0%	57.1%	62.1%	63.7%
When changing class registration	47.5	80.0	37.5	61.1	51.7
When declaring a major	32.7	70.0	53.6	64.2	49.8
When changing a major	46.5	70.0	55.4	66.3	56.9
Following a report of unsatisfactory progress	32.7	40.0	30.4	51.6	39.7
Before withdrawing	53.5	70.0	28.6	63.2	52.1
For approval of graduation plans	40.6	60.0	26.8	48.4	40.4
Other	6.9	0.0	3.6	9.5	6.7
Contact not required	16.8	10.0	16.1	8.4	13.5

Table 31 presents the opportunity for a rough assessment of the degree of intrusiveness of advising offices. Overall, more than half of the institutions report that contact with an advisor is required for five of the seven transactions listed. Only approval of graduation plans and academic difficulty do not compel contact at a majority of these institutions.

Comparisons of institutional type indicate that more than half of the advising offices at private institutions require contact for 6 of the 7 transactions listed. Furthermore, the four-year private institutions reported the lowest (8.4 percent) percentage on the "contact not required" option.

In contrast, both two-year and four-year public institutions could be viewed as low on intrusiveness. On only 2 of 7 transactions did 50 percent or more of the two-year public institutions require contact. Four-year public institutions fared slightly better on the degree of intrusiveness than their two-year counterparts. Contact was required by more than 50 percent of the institutions for 3 of the 7 advising transactions. Finally, public institutions are about equally likely to report that no contact is required: 16.8 percent in four-year and 16.1 percent in two-year public institutions.

Frequency of advisor/advisee contact during the academic term is reported in Table 32.

Table 32

Average Frequency of Contact Between Staff of Advising Office and Advisee During an Academic Term

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Zero - One	25.3%	20.0%	36.4%	21.1%	25.5%
Two	45.5	60.0	38.2	47.8	45.2
Three - Five	24.2	20.0	23.6	27.8	25.1
Six or more	5.0	0.0	1.8	3.3	4.2
n =	99	10	55	90	259

Clearly the modal frequency of advisor/advisee contact in advising offices is twice per academic term. Analysis of the data indicate few differences among institutions with the exception that advisees in four-year public institutions are much more likely to make contact with the advising office only once, if at all, during the academic term.

Functions of the Advising Office and the Advising Office Coordinator/Director

In order to ascertain the major functions and responsibilities of the Advising Office and/or its coordinator, respondents were asked to review a set of common advising office functions. Their responses to those functions are reported in Table 33.

Table 33

Responsibilities of Advising Office and Coordinator

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Advising on General Education requirements	88.7%	88.9%	78.6%	74.5%	81.2%
Advising transfer students	92.8	88.9	67.9	61.7	75.1
Advising underprepared students	85.6	77.8	58.9	64.9	71.3
Advising undecided/exploratory students	91.8	66.7	76.8	64.9	77.8
Evaluating transfer credit	45.4	55.6	32.1	40.4	40.6
Establishing and maintaining advising records	66.0	66.7	75.0	70.2	69.7
Certifying graduation clearance	28.9	33.3	25.0	39.4	32.2
Freshman orientation	81.4	55.6	62.5	64.9	70.1
Training advisors campus-wide	52.6	44.4	64.3	50.0	53.3
Preparing registration instructions and materials	47.4	66.7	32.1	35.1	40.6
Developing a campus-wide advising handbook	51.5	66.7	60.7	50.0	52.9
Evaluating campus advising services	46.4	66.7	41.1	41.5	44.1
Coordinating all advising on campus	64.9	77.8	57.1	63.8	62.8
Other	4.1	0.0	10.7	7.4	6.9
n =	97	9	56	94	261

The most commonly reported functions of the advising offices across all institutions were advising on general education requirements (81.2 percent), advising undecided/exploratory students (77.8 percent), advising transfer students (75.1 percent), advising underprepared students (71.3 percent), freshman orientation (70.1 percent), and establishing and maintaining advising records (69.7 percent). The functions reported as least likely to be performed by the advising office were certifying graduation clearance (32.2 percent) and preparing registration instructions and materials (40.6 percent).

Because much of the literature in advising calls for campus-wide coordination of services, it is important to look at the degree to which coordination functions are part of the role of the advising office coordinator/director.

Those functions are establishing and maintaining advising records (69.7 percent), coordinating all advising on campus (62.8 percent), training advisors campus-wide (53.3 percent), developing a campus-wide advising handbook (52.9 percent), and evaluating campus advising services (44.1 percent). These data indicate that the relationship of the advising office coordinator/director to the campus-wide advising program is not yet clearly established.

Few distinctions are seen between and among institutional types on the functions of the advising office. The only major variation in this statement is found in the role of the advising office in advising transfer students in the two-year college where 92.8 percent and 88.9 percent of advising offices in two-year public and two-year private institutions respectively, assume that function.

Results of an inquiry on the provision of special advising services for selected student populations are reported in Table 34.

Table 34

Provision of Special Advising Services for Selected Student Populations

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Transfer	28.6%	40.0%	28.6%	40.4%	33.2%
Undecided	31.9	20.0	58.9	36.2	38.7
Adult	22.0	10.0	28.6	26.6	24.6
Educational Opportunity	19.8	10.0	35.7	5.3	17.2
Underprepared	39.6	50.0	53.6	45.7	44.9
Persons with disabilities	56.0	20.0	46.4	21.3	39.5
Preprofessionals	2.2	0.0	30.4	22.3	16.0
Honors	9.9	0.0	37.5	23.4	21.1
Minority	22.0	0.0	32.1	13.8	20.3
Athletes	22.0	0.0	39.3	22.3	25.4
International	34.1	0.0	44.6	45.7	39.5
Same advising for all students	29.3	50.0	8.9	22.3	23.0

These data show that advising offices are most likely to provide special advising services for underprepared students (44.9 percent), disabled students (39.5 percent), international students (39.5 percent), undecided students (38.7 percent), and transfer students (33.2 percent). If one believes that selected student populations require special advising services, it becomes critical that 23 percent of all advising offices report that they provide the same advising services for all students. That is, they have not implemented programs aimed at those selected student populations.

Finally, it is important to note that four-year public institutions, perhaps because of their mission and scope, provide special advising services for selected student populations to a greater degree than the other three institutional types.

Program and Advisor Evaluation

Much of the literature on effective advising calls for a thorough evaluation of both the advising program and the advisors who function within that program. In Table 35 responses are presented to the question "Is the effectiveness of the advising office regularly evaluated?"

Table 35

Effectiveness of Advising Office Regularly Evaluated

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Yes	47.5%	60.0%	46.4%	35.8%	42.7%
No	52.5	40.0	53.6	64.2	57.3
n =	101	10	56	95	267

The reader might assume that institutions with advising offices would be likely to have developed formalized methods for the evaluation of services. Proof of that assumption is less than overwhelming. Data from the National Survey show that nearly six in ten institutions do not undertake systematic evaluation of advising services. Excluding two-year private institutions, where only ten institutions reported, public institutions are more likely to conduct program evaluation than private institutions.

The picture on evaluation improved only slightly when methods for evaluating advisors who work in advising offices were examined. As can be seen in Table 36, 42.6 percent of the institutions surveyed utilize no formal methods to evaluate advising office advisors.

Table 36

Methods for Evaluating Advisors

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Self-evaluation	23.2%	30.0%	22.2%	15.6%	21.3%
Student evaluation	27.3	40.0	33.3	22.2	27.1
Performance review by supervisor	46.5	40.0	53.7	28.9	41.9
Peer review	11.1	0.0	7.4	6.7	8.1
Other	2.0	0.0	0.0	1.1	1.2
No formal methods	39.4	30.0	35.2	54.4	42.6
n =	99	10	54	90	258

Performance review by an office supervisor is the most popular method of evaluation, while approximately one-quarter of the offices utilize student evaluation (27.1 percent) and self-evaluation (21.3 percent). As with program evaluation, it appears that public institutions are more likely to conduct evaluation of advisors. The low percentage of responses on each of the items, however, indicates that the utilization of multiple inputs in conducting those evaluations is not common.

Training Advising Office Advisors

Training of staff in an advising office is viewed as a way by which the goals of the office and the advising program can be better achieved. With that purpose in mind, respondents were asked three questions:

1) Are training programs provided for advising office staff?
If so, are they mandatory?

2) What formats are utilized in training?

3) What topics are included in training?

The responses to the first question are presented in Table 37. Table 37 shows the percentages of institutions offering training programs. Table 38 reports the percentages of existing training programs which mandate training.

Table 37

Training Program for Advising Office Staff

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Yes - training programs	62.4%	60.0%	64.3%	52.6%	58.8%
No - training programs	37.6	40.0	35.7	47.4	41.2

Table 38

Mandatory Advising Office Training

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Mandatory	65.1%	66.7%	75.0%	66.0%	68.2%
Not mandatory	34.9	33.3	25.0	34.0	31.8

By extrapolating the data from Tables 37 and 38, Table 39 was compiled to provide information on the percentage of institutions which both offered training for advising office advisors and mandated the advisors' participation in that training.

Table 39

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Mandatory	40.6%	40.0%	48.0%	34.7%	40.1%
No Training or Not Mandatory	59.4	60.0	52.0	65.3	59.9

A clear, but somewhat disturbing picture, is derived from the data in Tables 37, 38, and 39. As in the case of evaluation, the reader might expect that training programs for advising offices would be a common occurrence. Yet, the data show that nearly 60 percent of institutions surveyed either have no training program in their advising offices or do not mandate participation in the training programs they have developed. Four-year public institutions are most likely (48 percent) while four-year private institutions are least likely to hold mandatory training activities for advising office advisors (34.7 percent).

The second question on training dealt with the formats used in the training activities. Results from that item are presented in Table 40.

Table 40

Format of Training Programs for Staff of Advising Office

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
A single workshop of one day or less	33.3%	50.0%	30.6%	32.0%	32.5%
A series of short workshops throughout the year	34.9	50.0	58.3	36.0	42.0
A single workshop longer than a day	4.8	0.0	5.6	8.0	6.4
Method varies by advisor	34.9	0.0	25.0	20.0	26.1
Other	6.3	0.0	11.1	10.0	8.3

Review of the data in Table 40 indicates that the two most commonly used formats for training advising office staff are a single workshop of one day or less (32.5 percent) and a series of short workshops throughout the year (42.0 percent). Further examination by institutional type leads to the conclusion that four-year public institutions are more likely to provide on-going training for advising office staff through a series of short workshops throughout the academic year, while two-year public institutions are equally as likely to employ a series of short workshops as to vary the method of training based on the skills and experience of the advisors being trained.

The final training area surveyed featured a look at the topics included in training activities. The topics were organized to include three elements of training program content: Conceptual Skills, Informational Skills, and Relational Skills. Conceptual skills are defined as the ideas which advisors must understand and, for the purposes of this survey, included importance of academic advising and definition of academic advising. The percentages of institutions including these conceptual skills in advising office training are in Table 41 with a (C) next to them. Informational skills are defined as the things an advisor must know and, for the purposes of this survey, include academic regulations, policies and registration procedures, campus referral sources, career and employment information, and use of information sources. The percentages of institutions including these information skills in advising office training are represented in Table 41 with an (I) next to them. Relational skills are defined as those behaviors an advisor must exhibit in the advising interaction and include counseling skills, interview skills and decision-making skills. The percentages of institutions including these relational skills in advising office training are represented in Table 41 with an (R) next to them.

Table 41

Topics Included in Training Activities for Staff of Advising Office

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Importance of academic advising (C)	48.5%	50.0%	53.6%	45.3%	48.3%
Definition of advising (C)	33.7	30.0	46.4	30.5	35.2
Academic regulations, policies and registration procedures (I)	61.4	60.0	62.5	50.5	57.3
Campus referral sources (I)	48.5	40.0	60.7	48.4	50.6
Career & employment information (I)	41.6	30.0	30.4	26.3	33.3
Use of information sources (admissions test results, transcripts) (I)	49.5	40.0	46.4	46.3	46.8
Counseling skills (R)	38.6	30.0	37.5	31.6	35.6
Interview skills (R)	26.7	20.0	25.0	21.1	24.0
Decision-making skills (R)	18.8	10.0	21.4	11.6	16.5

Information skills were clearly the most prevalent among topics included in training for advising office advisors, with regulations and policies (57.3 percent) and campus referral sources (50.6 percent) the only survey items which more than half of the institutions included in training activities. Yet, only one-third of the campuses included career and employment information in their training activities.

Institutions placed secondary emphasis on conceptual skills in advisor training. Neither of the two conceptual skills was included by even half of the institutions surveyed, although four-year public institutions were more likely than the other institutional types to include both conceptual items in their training.

There is little emphasis on relational skills training either for all institutions or across institutional types. Only the inclusion of counseling skills was mentioned by more than one-third of the respondents, and the development of decision-making skills was included in a paltry 16.5 percent of the institutions surveyed.

Advisor Information Sources

Availability of information sources is reported in Table 42 (reference materials) and Table 43 (student information).

Table 42

Support or Reference Materials Routinely Provided to Advising Office Staff

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Aggregate data on the student population	57.9%	77.8%	51.9%	54.9%	57.2%
Advising handbook	58.9	66.7	75.0	65.9	64.6
Employment outlook projections	52.6	44.4	13.5	20.7	32.9
Computerized academic progress records	63.2	77.8	65.4	65.9	65.8
Academic planning worksheets	78.9	88.9	82.7	79.3	79.4
Forms for anecdotal records or contracts	34.7	44.4	51.9	53.7	45.7
Articulation worksheets or agreements between institutions	73.7	55.6	40.4	28.0	49.4
Directory of campus referral sources	63.2	33.3	76.9	70.7	67.9

Table 43

Student Information Sources Routinely Provided to Advising Office Staff

	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Total
Admissions application	60.8%	50.0%	37.0%	55.6%	53.1%
High school transcript	56.7	40.0	38.9	66.7	55.5
ACT/SAT test scores	57.7	50.0	75.9	81.1	69.9
Non-testing information reported through ACT/SAT programs	23.7	20.0	25.9	40.0	29.7
College transcript/grade reports	79.4	90.0	83.3	92.2	85.2
Locally administered interest/ placement test results	83.5	60.0	53.7	62.2	68.0

The final section of this report provides information on the perceived effectiveness of campus advising programs. As will be seen in that section the area which is consistently rated most effective by the respondents is the area of information and its utilization in the advising process. The high percentages found in Tables 42 and 43 reflect those effectiveness ratings. From about one-half to over three-quarters of the institutions routinely supply reference materials to their advising office staff. The only exception to this finding is that less than one-third of the institutions routinely provide employment outlook projections to advising office staff.

In addition, it appears that advising office advisors have access to a reasonable amount of information about their advisees. More than two-thirds of the institutions provide advising office advisors with a college transcript, ACT/SAT scores, and the results of locally-administered placement tests. More than half of the institutions provide the admissions application and a copy of the high school transcript. Only the ACT/SAT non-testing information is provided in less than half of the advising offices of the responding institutions (29.7 percent).

Institutional Effectiveness of Advising Services

Goal Achievement

Survey respondents were asked to rate the institution's achievement on eight goals for the campus advising program. The goals were developed by the National Academic Advising Association (NACADA) and are included in the CAS Standards for Student Services/Development Programs. Respondents were asked to consider the extent to which advising services were delivered or designed to successfully achieve these goals for most students. The following rating scale was used.

1 — Does not apply; no services have been implemented to address this goal

2 — Achievement not very satisfactory

3 — Achievement somewhat satisfactory

4 — Achievement satisfactory

5 — Achievement very satisfactory

The mean scores for satisfaction by institutional type are presented in Table 44.

Table 44

Goals of Advising Program Successfully Achieved for Most Students

	2-Year Public	Two-Year Private	4-Year Public	4-Year Private	1987 Total[1]	1983 Total
Providing accurate information about institutional policies, procedures, resources, and programs	3.87	4.11	3.86	4.04	3.95	3.99
Providing information about students to the institution, colleges, and/or academic departments	3.39	3.67	3.36	3.36	3.38	3.25
Making referrals to other institutional or community support services	3.44	3.59	3.24	3.32	3.36	3.30
Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career considerations, and selection of courses)	3.34	3.33	3.14	3.44	3.33	3.35
Assisting students in evaluation or reevaluation of progress toward established goals and educational plans	3.28	3.33	3.11	3.28	3.21	3.33
Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education	3.08	3.15	2.79	3.16	3.05	3.01
Assisting students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations)	2.86	3.00	2.47	2.98	2.84	2.73
Assisting students in developing decision-making skills	2.58	2.82	2.49	2.68	2.62	2.55

[1] Data are presented in rank order according to the mean responses in the 1987 "total" column.

As can be seen from Table 44, responses for the total group clustered closely around the "achievement somewhat satisfactory" response. Only the goal of providing accurate information about institutional policies, procedures, resources and programs approached the "achievement satisfactory" level.

The most positive tendency in this data existed in two-year private institutions where all eight goals were rated at or above the item mean for the total group. Both two-year public and four-year private institutions rated 6 of 8 items at or above the item mean for the total group. The clearest negative tendency in the data occurred in public four-year institutions where all eight of the items rated below the item means for the total group.

These ratings on goal achievement are consistent with the ratings reported in the 1983 survey both by item and by institutional type. In addition, a comparison with the results of the 1983 survey indicates that providing accurate information was the highest ranked goal in both surveys and the following goals were ranked lowest in both surveys.

- Assisting students in their consideration of life goals by relating interests, skills, abilities and values to careers, the world of work, and the nature and purpose of higher education.
- Assisting students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations).
- Assisting students in developing decision-making skills.

No discernible pattern emerged for the remaining four goals between 1983 and 1987. In no case did the item mean for the total group vary more than .13 between the two surveys.

Current Effectiveness and Recent Progress in the Campus Advising System

Survey respondents were asked to consider both the current effectiveness of the campus advising program and the progress made in the past five years on eleven organizational and administrative variables. The definitions of each variable are provided below.

Advisee Information
Providing advisors with timely and accurate information on their advisees.

Meeting Student Needs
Providing for the advising needs of your students.

Advisor Traits
Providing advisors who are willing to participate in advising, have at least the

basic skills necessary for advising, and have the time necessary to do an effective job of advising.

Campus-wide Communication
Providing for communication among and between deans, department heads, advisors, and the coordinator of advising if such a position exists.

Program Economy
Meeting students' needs when combined with the expenditure of human and fiscal resources.

Advisor Selection
Identifying and selecting individuals to participate in advising.

Campus-wide Coordination
Providing appropriate levels of coordination, direction, and supervision.

Accountability
Providing advisor accountability, both to a higher level of authority and to advisees.

Training
Implementing a training program for advisors.

Evaluation
Systematically evaluating both the advising program and advisors.

Recognition/Reward
Recognizing and rewarding quality advising.

Table 45 presents the mean effectiveness scores for each item for each institutional type. The respondents were asked to rate the items using a scale of 1 (very ineffective) to 5 (very effective). Scale points 2, 3, and 4 were not given verbal descriptions. In addition, respondents were asked to provide only one rating for the entire campus advising program.

Table 46 presents the mean improvement scores for each institutional type. The respondents were asked to rate each item on the degree to which item effectiveness had changed during the past five years. The rating scale for program improvement was:

1 — Much less effective
2 — Less Effective
3 — No Change
4 — More Effective
5 — Much More Effective

Table 45

Effectiveness of Campus Advising Programs

	Two-Year Public		Two-Year Private		Four-Year Public		Four-Year Private		Total	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Advisee Information	3.49	(1)	3.48	(2)	3.13	(2)	3.76	(1)	3.51	(1)
Meeting Student Needs	3.43	(2)	3.48	(2)	3.16	(1)	3.53	(2)	3.40	(2)
Advisor Traits	3.25	(3)	3.39	(5)	3.07	(3)	3.52	(3)	3.32	(3)
Campus-wide Communication	3.19	(4)	3.59	(1)	3.06	(4)	3.42	(4)	3.28	(4)
Program Economy	3.12	(5)	3.41	(4)	2.83	(5)	3.35	(6)	3.16	(5)
Advisor Selection	2.87	(7)	3.19	(6)	2.80	(6)	3.36	(5)	3.06	(6)
Campus-wide Coordination	3.04	(6)	2.96	(7)	2.66	(7)	3.13	(7)	2.99	(7)
Accountability	2.47	(8)	2.69	(8)	2.13	(9)	2.51	(9)	2.43	(8)
Training	2.39	(9)	2.44	(9)	2.31	(8)	2.54	(8)	2.42	(9)
Evaluation	2.35	(10)	2.30	(10)	1.99	(10)	2.33	(10)	2.26	(10)
Recognition/Reward	1.91	(11)	2.31	(11)	1.85	(11)	2.08	(11)	1.98	(11)
Institutional Type Mean for All Items (Derived from means for individual items)	2.86		3.02		2.64		3.05		2.89	

Table 46

Improvement in Advising Program During the Last Five Years

	Two-Year Public		Two-Year Private		Four-Year Public		Four-Year Private		Total	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Advisee Information	3.80	(2)	3.89	(2)	3.84	(1)	3.94	(1)	3.87	(1)
Meeting Student Needs	3.84	(1)	3.85	(3)	3.73	(2)	3.82	(2)	3.81	(2)
Advisor Traits	3.54	(6)	3.56	(7)	3.55	(3)	3.53	(6)	3.54	(6)
Campus-wide Communication	3.63	(3)	3.93	(1)	3.55	(3)	3.68	(3)	3.66	(3)
Program Economy	3.59	(4)	3.78	(4)	3.49	(6)	3.67	(4)	3.61	(4)
Advisor Selection	3.40	(7)	3.37	(10)	3.38	(8)	3.46	(7)	3.41	(7)
Campus-wide Coordination	3.56	(5)	3.78	(4)	3.51	(5)	3.58	(5)	3.58	(5)
Accountability	3.24	(10)	3.54	(9)	3.14	(10)	3.22	(9)	3.23	(10)
Training	3.31	(8)	3.56	(7)	3.49	(6)	3.38	(8)	3.39	(8)
Evaluation	3.25	(9)	3.59	(6)	3.31	(9)	3.22	(9)	3.27	(9)
Recognition/Reward	2.97	(11)	3.27	(11)	3.14	(10)	3.16	(11)	3.09	(11)
Institutional Type Mean (Derived from means for individual items)	3.47		3.35		3.47		3.51		3.50	

In considering the effectiveness ratings reported in Table 45, several outcomes are worth noting. First, the items ranked first and second for the total group were consistently ranked first or second by each institutional type indicating that respondents from all institutions feel that their advising systems are the most effective in meeting students' needs and in providing advisors with timely and accurate information on their advisees.

There is also a clear consensus across institutional types on the variables for which the respondents would rate their advising systems least effectively. Accountability (8th overall), Training (9th overall), Evaluation (10th overall), and Recognition/Reward (11th overall) were seen as the least effective dimensions of advising programs across all institutions. In fact, item means for both the total group and by institutional type were rated consistently below the mid-point on the effectiveness scale.

Finally, overall means for all institutional types clustered near the mid-point of the effectiveness scale. Although the overall means for each private institutional type were above and the overall means for each public institutional type below the total group mean, overall means for all four institutional types are reasonably close together.

Although the effectiveness ratings suggest little to cheer about, the improvement ratings presented in Table 46 provide a glimmer of hope in that, respondents perceive that progress, however slight, has been made in improving their advising systems during the last five years. The total group improvement mean landed squarely between the "no change" and "more effective" responses on the scale, 3.50.

Improvement means by institutional type clustered very closely around the total group mean, but the item improvement means provided less consistent patterns than the respondents' effectiveness rankings. The areas of most improvement were advisee information, meeting student needs, and campus-wide communication. And, although most respondents reported their campuses had made progress on accountability, training, evaluation, and recognition/reward, they were areas of the least improvement for almost all institutional types. In fact, on only one item (recognition/reward) for one institutional type (two-year public college) was there any indication of backsliding during the past five years.

Goals and Effectiveness Summary

There is both bad news and good news in summarizing the data on advising goals and program effectiveness.

The bad news is twofold. First, the concept of developmental advising appears to be no more widely embraced today than it was in the early 80's. The means for the eight goals for advising, anchored in the concept of developmental advising, show only minor fluctuations from the 1983 National Survey of Academic Advising. Miller, Winston, Ender and Grites (1984, p. 19) suggest that developmental advising both stimulates and supports students in their quest for an enriched quality of life; "It is a systematic process based on a close student-advisor relationship intended to aid students in achieving educational and personal goals through the utilization of the full range of institutional and community resources." The data from this representative sample of colleges and universities indicate that developmental advising is still more prominent in theory than it is in practice.

The second item of bad news is that the most significant methods by which advising can be improved are seen as both the least effective and the least improved areas in the organization and administration of campus advising programs. Training, accountability, evaluation, and recognition/reward are the cornerstones of performance in every field or job. Yet, those cornerstones continue to be stumbling blocks in most advising programs.

The good news, however, is heartening. Survey respondents report that there is progress, albeit slight, in the improvement of campus advising systems. The trend line on effectiveness is moving in the right direction, not as quickly or as sharply as some would like, but nevertheless, upward. Those who are impatient with the rate of improvements should be reminded that lasting change, particularly in an enterprise as diverse as higher education, must be an evolutionary rather than a revolutionary process. Consistent small gains over time will, in the long run, lead to substantially improved advising services.

Summary Of Findings

The following statements highlight the results of the third National Survey on Academic Advising.

Coordination and Organization of Campus Advising Systems

- There is a Director/Coordinator of Academic Advising at only one-fifth of the institutions, and most persons assigned this responsibility devote less than full-time to coordinating the advising program. Full-time Directors/Coordinators are most common at four-year public institutions (24.7 percent) (Tables 5 and 6).

- There is substantial difference in the title of the individual responsible for coordinating advising among the four institutional types. The most common title for the person responsible for coordination in each type follows (Table 5).

Two-Year Public	Director of Counseling (33.8%)
Two-Year Private	VP/Dean of Academic Affairs (40.7%)
Four-Year Public	Director/Coordinator of Advising (39.6%)
Four-Year Private	VP/Dean of Academic Affairs (25.9%)

- Those responsible for coordinating advising most commonly report through Academic Affairs. At two-year public colleges approximately one-third of the advising coordinators report through Student Affairs (Table 7).

- The vast majority of institutions employ an organizational model of advising that relies on faculty as the primary providers of advising to students (Table 8).

- Faculty-Only (33 percent), Split (22 percent), and Supplementary (20 percent) are the most common organizational models for the delivery of advising services. Dual (4 percent), Total Intake (5 percent) and Satellite (5 percent) are the least common (Table 8).

- Preferences for organizational models differed by institutional type. Following are the most popular organizational models by type of institution (Table 9).

  Two-Year Public

  Self-Contained
  Faculty-Only
  Split

  Four-Year Public

  Split
  Faculty-Only
  Supplementary

  Two-Year Private

  Faculty-Only
  Self-Contained

  Four-Year Private

  Faculty-Only
  Split
  Supplementary

- Only slightly better than half of the institutions have developed a comprehensive written statement on the purposes and procedures of their advising programs (Table 10).

- Key areas such as recognition/reward, evaluation, training, and selection of advisors are clearly underrepresented in those statements which do exist (Table 11).

- Although slightly less than half (nearly 48 percent) of institutions report the regular evaluation of advising program effectiveness, the percentage is more than double that reported in the 1983 survey (21 percent) (Table 12).

Advising Services in the Academic Unit or Department

Advisor Types

- The primary delivery of advising services in the academic departments is through instructional faculty (Table 13).

- The use of paraprofessional and peer advisors to supplement instructional faculty is an underutilized strategy in the vast majority of academic units/departments (Table 13).

Selection of Advisors

- It is not a common practice for faculty to either volunteer or be selected as advisors. Clearly, faculty are more often than not required to advise as part of their teaching responsibility (Table 14).

Group Advising

- Small group meetings during orientation or registration are the most used of the group advising formats. Curricular and workshop approaches to advising are not common (Table 15).

Advisor Load and Student Contact

- Although advising loads vary greatly between academic units/departments and among institutions, faculty advisor loads of more than 40 advisees are not commonplace (Table 16).

- Private colleges tend to report lower advisor loads and more time spent in advising (Tables 16 and 17).

- Most institutions' advising programs are only moderately intrusive when judged on the required advisor/advisee contact for eight common advising transactions (Table 18).

- Institutional types vary in the degree of intrusiveness exhibited by their advising program. From most to least intrusive, institutional types can be ranked as follows (Table 18).

  —Four-Year Private
  —Two-Year Private
  —Four-Year Public
  —Two-Year Public

- Most faculty advisors have contact with their advisees two times or less per academic term (Table 19).

Training of Faculty Advisors

- Nearly half (44.6 percent) of all institutions reported that there was no mandatory training in any of their academic units/departments (Table 20).
- Of those institutions providing training for departmental advisors, the most common format is a workshop of one day or less (Table 21).
- Training programs for faculty advisors consist primarily of topics related to the informational aspect of their role. The inclusion of important conceptual and relational skill topics is not nearly as common Table 22).

Evaluation of Departmental Advisors

- Evaluation of faculty advisors is not widespread among the reporting institutions. Where evaluation does exist within academic units/departments, the most common methods indicated were supervisory performance review and student evaluations (Table 23).

Recognition and Reward for Faculty Advisors

- Institutions continue to place little priority on recognition or reward for faculty advising. Nearly half of all institutions provide no recognition or reward in any of their academic departments for those who function as faculty advisors. Where such recognition/reward does exist, the most common method is to make it a minor consideration in the promotion and tenure process (Table 24).

Advisor Information Sources

- Colleges provide faculty advisors with information and reference tools in varying degrees. The most commonly available materials include academic planning worksheets, computerized academic progress reports, directories of campus referral sources, and advising handbooks (Table 25).
- For all institutions, the college transcript/grade reports, ACT/SAT test scores, and locally administered placement test results are the items most commonly provided faculty advisors (Table 26).

Advising Services in Advising Offices

- Nearly six out of ten institutions reported some type of advising office in operation on their campus (Table 27).

Advising Office Personnel

- The predominant advisor employed in advising offices is the full-time advisor although most advising offices feature multiple deliverers of advising services. For example, 60 percent of institutions use faculty in staffing the advising office. Use of peers and paraprofessional advisors occurs predominantly in four-year public institutions (Table 28).

Group Advising

- Small group meetings during orientation/registration are a common (68.9 percent) advising strategy within advising centers (Table 29).

Advising Load and Student Contact

- The advisor-advisee ratio is 300 to 1 or less at more than seven in ten advising offices (Table 30).
- Over half of the advising offices require students to contact the advising office for class scheduling/registration, course withdrawal, course changes, and changing majors (Table 31).
- The typical frequency of advisor/advisee contact in advising offices is twice per academic term (Table 32).

Functions of the Advising Office

- The most commonly reported functions of the advising offices across all institutions were advising on general education requirements (81.2 percent), advising undecided/exploratory students (77.8 percent), advising transfer students (75.1 percent), advising underprepared students (71.3 percent), freshman orientation (70.1 percent), and establishing and maintaining advising records (69.7 percent). The functions reported as least likely to be performed by the advising office were certifying graduation clearance (32.2 percent) and preparing registration instructions and materials (40.6 percent) (Table 33).
- The coordination of advising campuswide is only part of the advising office role at about six in ten institutions (Table 33).
- Advising offices are often the "advising home" for selected student populations such as underprepared, disabled, international, undecided, and transfer (Table 34).

Program and Advisor Evaluation

- Approximately six in ten institutions do not undertake systematic evaluation of the effectiveness of their advising office (Table 35).

- Evaluation of individual advisors working in advising offices is also not particularly common. Where evaluation does exist, the most popular method is performance review by supervisor (Table 36).

Training

- Nearly 60 percent of the institutions surveyed either have no training program in their advising offices or do not mandate participation in programs that have been developed (Table 39).

- The most commonly used format for training advising office staff is a series of short workshops held throughout the year (42 percent) (Table 40).

- Information skills represent the most prevalent topics included in training for advising office advisors. There is less emphasis given to including conceptual and relational skill topics in training programs (Table 41).

Advisor Information Sources

- Approximately 50 to 75 percent of the institutions provide an array of support, references, and student information to their advising office staffs. This appears to be one of the highest effectiveness areas revealed by the survey results (Tables 42 and 43).

Institutional Effectiveness of Advising Program

Advising Goals

- Institutions tended to cluster around the "achievement somewhat satisfactory" response when asked to indicate the degree that they were successfully achieving the eight advising goals established by the National Academic Advising Association. Only the goal of providing accurate information about institutional policies, procedures, resources, and programs approached the "achievement satisfactory" level (Table 44).

- The ratings on goal achievement were consistent with the ratings on the 1983 survey both by item and institutional type (Table 44).

- The lowest ranked goals on both surveys were the more developmental-oriented goals of assisting students with consideration of life goals, self-understanding, and decision-making skills (Table 44).

Current Effectiveness

- Institutions agreed that their advising systems are most effective in meeting students' needs, and in providing advisors with timely and accurate information on their advisees. Colleges and universities rate recognizing/rewarding quality advising, systematically evaluating both the advising program and advisors, implementing a training program for advisors, and providing appropriate levels of coordination, direction, supervision, and accountability as the least effective aspects of their advising program (Table 45).

Perceived Improvement in Advising Program During Last Five Years

- Although respondents did not typically rate many aspects of their advising program as highly effective, they perceive effectiveness as slightly better than it was five years ago (Table 46).

Conclusions and Recommendations

The findings from the Third National ACT Survey of Academic Advising depict a somewhat disappointing picture of the status of academic advising in American colleges and universities. The results, particularly when compared to those from earlier advising surveys, reveal little or no improvement in such important areas as the management of advising programs, training, evaluation, and recognition/reward for those involved in advising. Winston, Miller, Ender, and Grites (1984 p. 24) have identified well the components of the ideal advising model:

> Academic advising should be offered only by personnel who voluntarily choose to advise, who receive systematic skills training, who have advising as a specified responsibility, whose performance is systematically evaluated, and who are rewarded for skillful performance.

Until such time that improvements can be realized in these and other key areas, academic advising on many college campuses will, unfortunately, remain a low status/low priority activity, poorly organized and delivered, and largely ineffective in meeting student and institutional needs.

The following conclusions are based on the findings contained in this report. For each conclusion, a suggested action for the reader to consider is also provided.

Conclusions	Recommended Action
Academic advising continues to lack coordination and direction on many campuses.	Designate a person to be director or coordinator of academic advising and allocate enough time to carry out the function effectively.
Persons other than teaching faculty can enhance the delivery of advising services to students.	Seek ways to augment faculty-only delivery models with professional, peer, and paraprofessional advisors.
Lack of a mutually agreed upon and clearly enunciated institutional statement on advising can impede the organization and delivery of advising services.	Develop and communicate broadly a comprehensive, written statement of institutional philosophy and practice in relation to academic advising.
Without systematic program evaluation it is difficult to determine what improvements, if any, are needed in the institution's advising program.	Implement a formative evaluation of the overall effectiveness of the academic advising program.
Academic advising continues to be a highly decentralized function with responsibility left to the various academic units/departments.	Decide on an organizational model for the delivery of advising services which clearly designates authority, establishes accountability, and promotes integration and coordination campuswide.
Academic advising is not something that all faculty can and should do.	Establish an advisory selection procedure that is based on selecting advisors who have the interest, willingness, and talent to be effective advisors.
It is not necessary that all academic advising be on a one-to-one basis.	Implement some form of group advising (e.g., curricular, workshop, small group meeting) as a supplement to the regular advising program.
To perform effectively, advisors must be assigned a reasonable load of advisees. Too many advisees will inevitably result in unavailability, fewer and hurried contacts, lack of personal involvement and, in general, poor advising experiences for students.	Develop reasonable guidelines on the ratio of advisees to advisor.

Conclusions	Recommended Action
Frequency and length of advisor contact can positively influence students' perception of the advising process.	Install an intrusive advising system that both encourages advisor contact and makes it mandatory.
All individuals engaged in academic advising can benefit from well organized and well delivered advisor training programs.	Provide a comprehensive, regularly scheduled, ongoing advisor development program that integrates the content areas (informational, conceptual, and relational) with the skills, experience, and willingness of the advisors.
Systematic evaluation of individual advisor's performance can improve advising.	Use the ACT Survey of Academic Advising to evaluate individual advisors.
The quality of an individual student's educational/career decisions increases directly with the amount of relevant information available to advisor and advisees.	Develop a comprehensive information system that provides academic advisors with the information, materials, and resources they need--when they need them--in order to work effectively with individual advisees.
Advising centers have proved to be a workable and effective way to deliver advising services to students at a growing number of institutions.	Establish a contralized academic advising center that would serve as a focal point for academic advising for all or some subset of students.
Developmental advising is still more of a theory than it is a practice at most institutions.	Include in your advisor training programs activities that will assist advisors in better understanding and acquiring the skills necessary to be more effective "developmental" advisors.

CAS Standards and Guidelines for Student Services/ Development Programs

ACT wishes to thank the Council for the Advancement of Standards for Student Services/Developmental Programs for the following materials. The primary goal of both CAS and ACT in compiling and publishing the Standards and Guidelines, as well as the Self-Assessment Guide, is to make them available to the profession-at-large.

Council for the Advancement of Standards for Student Services/Development Programs

Consortium of Student Affairs Professional Organizations
April 1986

Introduction

The past fifteen years have witnessed a proliferation of efforts by various groups to establish standards for professional preparation and practice, licensure and certification, and guidelines for the delivery of services and developmental programs. As a result, there has been significant progress in codifying standards and guidelines for noneducational settings. With a few noteworthy exceptions, however, the establishment and acceptance of such standards for professionals working on college campuses have lagged far behind. There also have been no widely accepted standards for graduate preparation of those who organize and deliver student services and student development programs. These limitations have been particularly acute when viewed in light of expanding public concern for accountability in higher education.

A traditional means for enhancing self-regulation and use of minimal standards of practice in higher education has been the accreditation process with its reliance on self-study as a central dimension. The Council for the Advancement of Standards for Student Services/Development Programs (CAS), through this document, has taken the first nation-wide step in the broad arena of student services and student development programs to provide the ability to achieve two of the three goals embraced by the Council on Postsecondary Accreditation (COPA, 1985): to foster excellence in postsecondary education through the development of uniform national criteria and guidelines for assessing educational effectiveness, and to encourage improvement of institutions and programs through continuous self-study and planning.

While CAS does not intend to accredit programs, that is, to assure the public about institutional quality through evaluation visits and a listing of worthy programs (the third goal of the COPA accreditation schema), it does intend that its standards be used by institutions undergoing regional accreditations, and thereby to achieve an important additional impact nationwide.

Development and Utilization of Standards and Guidelines

The Council for the Advancement of Standards for Student Services/Development Programs was established "for the purpose of improving and advancing student development services and educational opportunities in postsecondary education institutions" (CAS Bylaws, 1979) and to promote cooperative interassociational efforts. At the invitation of a joint task force of the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA), a meeting of representatives of interested professional associations was held in Alexandria, Virginia, on June 9-10, 1979. In September of that year the council was established formally, and articles of incorporation as a not-for-profit organization were filed in Washington, DC. Full membership with voting privileges on the Council Board of Directors was opened to national professional associations related to student services and student development programs. Nonvoting associate membership was provided to regional associations and accrediting associations concerned with student services and student development programs. In addition, two public directors were appointed. Each member association was authorized to appoint two representatives to the board, a director and an alternate director. Each voting association and public director was allotted one vote. CAS has twenty member associations, two associate member associations, and two public directors.

CAS pursued three goals. The first was to establish, adopt, and disseminate two types of standards and guidelines, one for student services and student development programs, and the other for the preparation of professional practitioners for the field.

The second goal was to assist professionals and institutions in the utilization and implementation of these standards and guidelines for the evaluation and improvement of student services and development programs and professional preparation programs.

Third, CAS strove to establish a system of regular evaluation of standards and guidelines to keep pace with the changing needs and practices of the profession. This evaluation was intended to result in periodic amendments and dissemination of updated standards and guidelines.

The CAS Standards and Guidelines are intended to serve as program development and evaluation systems and self-study and self-assessment tools. Their application for purposes of self-study can be instrumental in enhancing professional growth and development of student affairs and other student services personnel in their respective units, enhancing staff morale and productivity by analyzing organizational priorities, responsibilities, and goals, and providing guidelines for program planning.

Process Used in Developing Standards and Guidelines

The process used in formulating the standards and guidelines has involved a wide array of professional associations, individual professionals, consultants, and public-sector representatives. Both the general standards and the functional area standards and guidelines are the result of numerous drafts and redrafts by various CAS committees and input provided by other professionals who reviewed these drafts. The process for functional area standards and guidelines, presented chronologically, entailed the following:

1. Member associations of CAS identified areas in which standards were needed.
2. Member associations submitted drafts of standards for areas in which they had an interest and/or expertise.
3. All drafts for a particular functional area were assigned to committees, composed of three or more knowledgeable CAS directors, for creation of a single, unified document.
4. "Unified" drafts of functional area standards and guidelines were submitted to the CAS Executive Committee for editing, revision, and consolidation.

5. These drafts were circulated widely through member associations for comment and the Executive Committee proposed appropriate revisions.
6. The council then adopted each standard and guideline statement for public dissemination and comment by at least a two-thirds affirmative vote of the authorized voting board.
7. "Adopted" functional area standards and guidelines were submitted to two or more nationally recognized experts in the area and widely circulated within the profession and the broader higher education community for comment and suggested revisions. Member associations were requested to establish internal mechanisms to disseminate and review standards and to propose alterations.
8. Suggestions for revision were submitted to the executive committee for consideration. It evaluated amendment proposals and recommended changes to the council. The council then decided whether or not to amend the standard or guideline. (A two-thirds vote was required to amend.)

Providing Comments and Proposals for Revisions

Throughout the development of the standards and guidelines statements, CAS has striven to be open to and inclusive of all individuals and associations expressing an interest in their content or development process. It is the intention of CAS to continue this policy of seeking involvement from all related sources, as well as giving careful consideration to all relevant suggestions.

An update and revision of this document is planned to begin in 1988, with a second edition scheduled in 1990. Additional standards and guidelines will likely be adopted in the interim. Comments and proposed revisions or additions, including rationale, should be sent to: Secretary to the Council for the Advancement of Standards, c/o Vice Chancellor for Student Affairs, 2108 North Administration Building, University of Maryland, College Park, Maryland 20742. Suggestions for the development of standards for other areas of student services and development programs are also welcome.

References

Council for the Advancement of Standards for Student Services/Development Programs. (1979). *Bylaws*. Washington, DC.

Council on Postsecondary Accreditation (COPA). (1984). *The balance wheel for accreditation*. Annual Directory. Washington, DC: Author.

How to Interpret This Document

This document contains both **standards** and **guidelines.** It is important that users understand the difference between the terms.

Standards. Standards specify the minimum essential elements expected of any institution and its student services and student development programs. Standards reflect requirements and thus use auxiliary verbs such as "shall" and "must." All institutions with minimally acceptable student services, student development programs, or professional preparation programs must be able to satisfy the requirements specified in applicable standards. In this document all standards are printed in **bold face type.**

Guidelines. Guidelines describe recommended, but not essential, elements of programs and practice. They are used to explain, amplify, or interpret the meaning of standards through the use of examples and more detailed explanations. Auxiliary verbs such as "should" and "may" are used in guidelines. Guidelines should be viewed as examples and suggestions that are consistent with the council's definition of appropriate, effective professional practice or professional preparation.

Important considerations for users

- Standards in functional areas are the essential components of an acceptable practice, not necessarily the ideal, most desirable, or best practice.
- Standards and guidelines were developed through a collaborative, consensus-seeking process among member associations.
- No particular organizational or administrative structure is presupposed or mandated. Standards and guidelines apply to all types of postsecondary institutions.
- The stipulation of specific educational credentials for staff members, staff-student ratios, or square footage of facilities are used sparingly, and when stated appear as guidelines, rather than standards.

General and Functional Area Standards and Guidelines

General Standards. The General Standards must be used in conjunction with each functional area standards and guidelines. They apply to all student services and student development programs. Consequently, all functional area standards and guidelines must be read as continuations of the General Standards.

Functional Area Standards and Guidelines. Functional area standards and guidelines are specific to specialty areas within student affairs or within other institutional divisions. While all institutions should address the basic functional areas, consistent with the mission and structure of the institution, it should not be interpreted that separate offices or personnel are required for each area. For example, a college without student residence facilities or social fraternities and sororities would not be expected to address the Housing and Residential Life Programs or Fraternity and Sorority Advising standards and guidelines. In smaller institutions, some staff members will have responsibilities for several functional areas. In such cases the standards and guidelines for each functional area should still be addressed, even though separate administrative units do not exist for each area.

General Standards

Those using this document for the purposes of self-study or other program development are advised that the **General Standards** are those elements found in common to the several functional area standards and guidelines. While of potential utility as a stand-alone document, the **General Standards** are not so designed. These **General Standards** must be read with the functional area standards and guidelines addressing the following: **Academic Advising, Career Planning and Placement, College Unions, Commuter Student Programs and Services, Counseling Services, Disabled Student Services, Fraternity and Sorority Advising, Housing and Residential Life Programs, Judicial Programs and Services, Learning Assistance Programs, Minority Student Programs and Services, Recreational Sports, Religious Programs, Research and Evaluation, Student Activities, and Student Orientation Programs.**

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

General Standards

The Council for the Advancement of Standards for Student Services/Development Programs (CAS) developed and adopted standards and interpretive guidelines for specific functional areas of student services/development programs within post-secondary educational institutions.

There are important General Standards that govern the activities of all student services/development programs. These General Standards are integral to each functional area. Thus, each functional area standards and guidelines must be interpreted and applied in conjunction with the General Standards below.

Since institutions vary in size, character, location, and type of students, the organization and nature of student services/development programs will vary. Accordingly, each specific standard and its related guidelines must be read and interpreted in the context of the unique characteristics of the institution. Nonetheless, all standards are intended to apply regardless of organizational differences.

General Standards for Student Services/Development Programs

Mission

Each institution and each functional area must develop, review, and disseminate regularly its own specific goals for student services/development, which must be consistent with the nature and goals of the institution and with the standards in this document.

Program

The overall student services/development program must be (a) purposeful, (b) coherent, (c) based upon or related to theories and knowledge of human development and learning characteristics, and (d) reflective of the demographic and developmental profiles of the student body. Such programs and services must (a) promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, clarification of values, physical fitness, the ability to relate meaningfully with others, the capacity to engage in a personally satisfying and effective style of living, the capacity to appreciate cultural and aesthetic differences, and the capacity to work independently and interdependently; (b) assist students in overcoming specific personal, physical, or educational problems or skill deficiencies; and (c) identify environmental conditions that may negatively influence welfare and propose interventions that may neutralize such conditions. The educational experience of students consists of both academic efforts in the classroom and developmental opportunities through student services and development programs. Institutions must define the relative importance of these processes.

Leadership and Management

The institution must appoint a chief student services/development officer or designate an individual to fulfill that role. This leader must be positioned in the organization so that the needs of the students and the functional areas are well represented at the highest administrative level of the institution. This leader must be an experienced and effective manager, must have substantial work experience in one or more of the student services/development functional areas, and either be an acknowledged leader on the campus or have obvious background and experience to command such respect. The specific title and reporting relationship of this individual may vary among institutions. The individual must be selected on the basis of personal characteristics and formal training.

The officer must create an effective system to manage the services/programs. The officer must plan, organize, staff, lead, and assess programs on a continuing basis. The result should be an integrated system of student services and development activities for the institution, funded and otherwise supported at a level that permits the effective delivery of these programs.

The officer must be able to develop, to advocate, and to use a statement of mission, goals, and objectives for student services/development on the campus. The officer must attract and select qualified staff members who make effective decisions about policies, procedures, personnel, budgets, facilities, and equipment. The officer must assume responsibilities for program and personnel development, assessment, and improvement of the services and development activities of the organization.

Organization and Administration

Each functional area must have its own set of policies and procedures that include a detailed description of the administrative process of the office and an organizational chart showing the job functions and reporting relationships within and beyond the functional area.

Human Resources

Each functional area must have adequate and qualified professional staff to fulfill the mission of that service and to implement all aspects of the program. To be qualified, professional staff members must have a graduate degree in a field of study relevant to the particular job in question or must have an appropriate combination of education and experience. In any functional area in which there is a full-time director, that director must possess levels of education and/or professional experience beyond that of the staff to be supervised.

Preprofessional or support staff members employed in a functional area must be qualified by relevant education and experience. Degree requirements, including both degree levels and subject matter, must be germane to the particular job responsibilities. Such staff members must be trained appropriately and supervised adequately by professional staff.

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Paraprofessionals must be carefully selected, trained with respect to helping skills and institutional services and procedures, closely supervised, and evaluated regularly. Their compensation must be fair and any voluntary services must be recognized adequately. Paraprofessionals must recognize the limitations of their knowledge and skills and must refer students to appropriate professionals when the problems encountered warrant.

To ensure that professional staff members devote adequate time to professional duties, each functional area must have sufficient clerical and technical support staff. Such support must be of sufficient quantity and quality to accomplish the following kinds of activities: typing, filing, telephone and other receptionist duties, bookkeeping, maintaining student records, organizing resource materials, receiving students and making appointments, and handling routine correspondence.

Salary level and fringe benefits for staff must be commensurate with those for similar professional, preprofessional, and clerical positions at the institution and in the geographic area.

To ensure the existence of suitable and readily identifiable role models within the campus teaching and administrative ranks, staff employment profiles must reflect representation of categories of persons who comprise the student population. However, where student bodies are predominantly nondisabled, of one race, sex, or religion, a diverse staffing pattern will enrich the teaching/administrative ranks and will demonstrate institutional commitment to fair employment practices.

All functional areas must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including in-service training programs, participation in professional conferences, workshops, and other continuing education activities.

Funding

Each functional area must have funding sufficient to carry out its mission and to support the following, where applicable: staff salaries; purchase and maintenance of office furnishings, supplies, materials, and equipment, including current technology; phone and postage costs; printing and media costs; institutional memberships in appropriate professional organizations; relevant subscriptions and necessary library resources; attendance at professional association meetings, conferences, and workshops; and other professional development activities. In addition to institutional funding commitment through general funds, other funding sources may be considered, including: state appropriations, student fees, user fees, donations and contributions, fines, concession and store sales, rentals, and dues.

Facilities

Each functional area must be provided adequate facilities to fulfill its mission. As applicable, the facilities for each functional area must include, or the function must have access to, the following: private offices or private spaces for counseling, interviewing, or other meetings of a confidential nature; office, reception and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, and machinery; and conference room or meeting space. All facilities must be accessible to disabled persons and must be in compliance with relevant federal, state, and local health and safety requirements.

Legal Responsibilities

Staff members must be knowledgeable about and responsive to relevant civil and criminal laws and must be responsible for ensuring that the institution fulfills its legal obligations. Staff members in all functional areas must be well versed in those obligations and limitations imposed on the operation of the institution, particularly in their functional area, by federal, state, and local constitutional, statutory, regulatory, and common law, and by institutional policy. They must utilize appropriate policies and practices to limit the liability exposure of the institution, its officers, employees, and agents. The institution must provide access to legal advice to professional staff as needed to carry out assigned responsibilities.

Equal Opportunity, Access, and Affirmative Action

Each functional area must adhere to the spirit and intent of equal opportunity laws in all activities. Each area must ensure that its services and facilities are accessible to and provide hours of operation that respond to the needs of special student populations, including cultural and special needs subgroups, evening, part-time, and commuter students.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin, and/or handicap. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalances, particularly when resulting from past discriminatory practices. Each functional area must seek to identify, prevent, and/or remedy other discriminatory practices.

Campus and Community Relations

Each functional area must maintain good relations with relevant campus offices and external agencies, which necessarily requires regular identification of the offices with which such relationships are critical.

Multicultural Programs and Services

The institution must provide to members of its majority and minority cultures educational efforts that focus on awareness of cultural differences, self-assessment of possible prejudices, and desirable behavioral changes. The institution also must provide educational programs for minority students that identify their unique needs, prioritize those needs, and respond to the priorities to the degree that numbers of students, facilities, and resources permit. In addition, the institution must orient minority students to the culture of the institution and promote and deepen their understanding of their own culture and heritage.

Ethics

All persons involved in the provision of services to students must maintain the highest standards of ethical behavior. Staff members of each functional area must develop or adopt standards of ethical practice addressing the unique problems that face personnel in that area. The standards must be published and reviewed by all concerned. In the formulation of those standards, ethical standards statements previously adopted by the profession at large or relevant professional associations may be of assistance and must be considered.

Certain ethical obligations apply to all individuals employed in student services/development programs, for example:

> All staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential. In addition, all requirements of the *Family Educational Rights and Privacy Act* (Buckley Amendment) must be complied with and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. A similar dedication to privacy and confidentiality must be applied to research data concerning individuals.
>
> All staff members must be aware of and comply with the provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practices.
>
> All staff members must ensure that students are provided access to services on a fair and equitable basis.
>
> All staff members must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution. In many instances, the appearance of a conflict of interest can be as damaging as an actual conflict.
>
> Whenever handling funds, all staff members must ensure that such funds are handled in accordance with established and responsible accounting procedures.
>
> Staff members must not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or any other outcome of an official nature, (2) . . . is used as the basis for such decisions or outcomes . . . , (3) . . . has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (29 Code of Federal Regulations, C.F.R., Section 1604.11 (a).)
>
> All staff members must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

Evaluation

There must be systematic and regular research and evaluation of the overall institutional student services/development program and each functional area to determine whether the educational goals and the needs of students are being met. Although methods of evaluation may vary, they must utilize both quantitative and qualitative measures. Data collected must include responses from students and other significant constituencies. Results of these regular evaluations must be used in revising and improving the program goals and implementation.

Standards and Guidelines for
Academic Advising

Standards and Guidelines for Academic Advising can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans which are compatible with their life goals.

The institution must have a clearly written statement of philosophy pertaining to academic advising which must include program goals and set forth expectations of advisors and advisees.

Academic advising should be viewed as a continuous process of clarification and evaluation.

The ultimate responsibility for making decisions about life goals and educational plans rests with the individual student. The academic advisor assists by helping to identify and assess alternatives and the consequences of decisions.

Institutional goals for academic advising may include:

—clarification of life and career goals;

—development of suitable educational plans;

—selection of appropriate courses and other educational experiences;

—interpretation of institutional requirements;

—increasing student awareness of educational resources available;

—evaluation of student progress toward established goals;

—development of decision-making skills;

—reinforcement of student self-direction;

—referral to and use of other institutional and community support services, where appropriate; and

—collecting and distributing student data regarding student needs, preferences, and performance for use in institutional policymaking.

Program

See General Standards

Individual academic advising conferences must be available to students each academic term. The academic advisor must review and utilize any available data about student academic and educational needs, performance, aspirations, and problems and must collaborate in collection of such data.

Individual conferences with an academic advisor are intended to provide assistance to the student in refining goals and objectives, understanding what choices are available, and assessing the consequences of alternative courses of action. Course selection, understanding and meeting institutional requirements, and providing clear and accurate information regarding institutional policies, procedures, resources, and programs, may be carried out individually or in groups. Supplemental systems for the delivery of advising information such as on-line computer programs may be utilized.

Referrals should be made to other institutional or community support services as appropriate.

Research pertinent to students, the advising program, and perceptions of the institution should be reported and interpreted to academic advisors and units of the institution which can utilize the results effectively. Confidentiality of individual student records should be maintained.

Organization and Administration

See General Standards

The design of the academic advising program must be compatible with the institutional organizational structure and student needs. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and students.

In some institutions, academic advising is a centralized function, while in others, it is decentralized, with a variety of people throughout the institution assuming responsibilities. Whatever system is used, students, faculty, and staff members should be aware of their respective responsibilities.

Human Resources

See General Standards

Adequate staff should be available to meet student needs without unreasonable delay. Advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

Whether a centralized or a decentralized organizational structure is used, a specific individual must be designated by the institution to direct or coordinate the academic advising program.

The position of director or coordinator should ensure the integration of both academic and student support services within the institution; be responsible for providing leadership, supervision, and direction to the advising program; oversee the development and maintenance of a staff structure that implements institutional goals for the advising program; and be charged with developing and carrying out selection and training procedures for all academic advisors.

A variety of staffing arrangements may be used. Advisors may be full-time or part-time professionals who have advising as their primary function within the institution or may be full-time professionals who have other responsibilities, such as teaching faculty. Paraprofessionals (i.e., graduate students in practica, internships, or assistantships) or peer advisors (trained undergraduate students) may also assist advisors.

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The director/coordinator must possess either an earned graduate degree(s) or equivalent combination of academic and educational experience, previous experience as an academic advisor, knowledge of student development, and thorough knowledge of the institution.

The director or coordinator should be skilled in fiscal management, staff selection and training, planning, and evaluation tasks.

Professional academic advisors should have, in addition to a graduate degree, an understanding of student development; a comprehensive knowledge of the institution, its programs, academic requirements, majors, minors, and student services; a demonstrated interest in working with and assisting students; a willingness to participate in pre-service and in-service training and other professional activities; and demonstrated interpersonal skills.

Paraprofessionals and peer advisors involved in academic advising should:

—relate well to undergraduates;

—be willing and able to assist in the performance of professional advisors;

—be of above average academic achievement;

—be carefully prepared for their role and made aware of the limitations of their authority; and

—be adequately supervised by professional staff.

Where available, the secretarial and clerical staff should maintain student records, organize resource materials, receive students, make appointments, and handle correspondence and other operational needs. Technical staff may be used in research, data collection, systems development, and special projects.

Technical, secretarial, and clerical staff should be selected, trained, and supervised to work compatibly with staff and students. They should enable the professional staff members to avoid spending undue time on routine tasks and functions.

Funding

See General Standards

Printing and media monies should be sufficient to provide quality printed and nonprint information for students, training materials for staff, including handbooks and newsletters, and to support routine clerical functions. There should also be sufficient resources to publicize the program.

Special consideration should be given to providing funding for in-service training of advisors, particularly those for whom the advisory function is a part-time and/or secondary assignment.

Facilities

See General Standards

Facilities should provide privacy, freedom from visual and auditory distractions, adequate space, and an atmosphere of warmth and friendliness.

When the advising program includes an advising center, the facility should be in reasonable proximity to related campus agencies, such as the counseling center, career planning and placement, admissions, records, registration, and other services to which students are frequently referred.

Campus and Community Relations

See General Standards

Academic advising is an extension of the educational process, which is highly dependent on a one-to-one relationship. Advising effectiveness is also dependent upon close working relationships with other institutional agencies, the faculty, and the administration.

The academic advising system should be fully integrated into other processes of the institution. There should be functional and effective relationships with other campus services, the teaching faculty, administrators, and other professionals in student services. There should be coordinated relationships with related areas such as admissions, records, registration, counseling, and career planning and placement.

Ethics

See General Standards

Advisors must recognize the limits of their competence and perform only those functions for which they are qualified.

Advisors must insure the accurate presentation of information to the public, students, parents, colleagues, and subordinates. Brochures, student handbooks, and other materials prepared for open distribution must accurately represent the institution's goals, services, programs, and policies.

Advisors must not counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy and norms, the advisor is obliged to address the issue and refer students to the appropriate agency accordingly.

Evaluation

See General Standards

CAS

Academic Advising Self Assessment Guide

A Guide For Evaluating Programs Using The CAS Standards

Council for the Advancement of Standards

for Student Services/Development

Programs

FORWARD

****

CAS developed the Self Assessment Guide to be used in conjunction with the 1986 and 1987 *CAS Standards and Guidelines*. A separate Self Assessment Guide has been prepared for each of the seventeen CAS Functional Area Standards and Guidelines. Each Guide reprints, in an integrated format in the appendix, the CAS General Standards and the CAS functional area standards and guidelines with which it is to be used. The guide is designed to aid interpretation and evaluation of the CAS Standards during a self-study process.

Copies of the CAS Self Assessment Guide can be obtained by writing to
CAS, Office of Student Affairs, 2108 North Administration Building, University of Maryland, College Park, MD 20742

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American College Personnel Association (ACPA)
Association of College and University Housing Officers-International (ACUHO-I)
Association of College Unions-International (ACU-I)
Association for Counselor Education and Supervision (ACES)
Association of Fraternity Advisors (AFA)
Association on Handicapped Student Services Programs in Postsecondary Education (AHSSPPE)
Association for School, College and University Staffing (ASCUS)
Association of University and College Counseling Center Directors (AUCCCD)
College Placement Council (CPC)
National Academic Advising Association (NACADA)
National Association of Campus Activities (NACA)
National Association of College Admissions Counselors (NACAC)
National Association of Student Personnel Administrators (NASPA)
National Association for Women Deans, Administrators and Counselors (NAWDAC)
National Clearinghouse for Commuter Programs (NCCP)
National Council on Student Development (NCSD) [A Council of AACJC]
National Intramural-Recreational Sports Association (NIRSA)
Southern Association of College Student Affairs (SACSA)

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CAS STANDARDS SELF ASSESSMENT GUIDE

I. PURPOSE AND ORGANIZATION OF THE GUIDE

This Self Assessment Guide translates the *CAS Standards and Guidelines* (1986) into a format for self-study purposes. By following this Guide, an institution can gain an informed perspective on its strengths and deficiencies and than plan for program improvement.

The first section of the Guide introduces the CAS Standards and Guidelines and details the roles of documentation and assessment in the self-study process. It also outlines the steps for developing a follow-up action plan to assure maximum benefit from time spent on the self-study.

The second section is in worksheet format. Each of its thirteen parts includes the following:

- Assessment criteria for determining the extent to which the program is in compliance with the Standards.
- Space for including selected CAS Guidelines as additional assessment criteria for the self-study.
- A scale for rating compliance judgments.
- Space for identifying and summarizing evaluation evidence [documentation].
- Space for describing discrepancies between assessment criteria and actual program practice.
- Space for delineating required corrective actions that need to be taken.
- Space for recommending special actions for program enhancement.

A note at the close of the Guide's rating and narrative worksheets reinforces the need for a follow-up plan and refers once more to the step-by-step action plan development process outlined in the first section.

The final section of the Guide is a reprint of the CAS Standards and Guidelines for this functional area in integrated format.

It is important to note that rating the assessment criteria in the Guide is not the end point of the self-study process. Ratings, whether done on an individual or a collective basis, constitute a necessary, but not sufficient, part of any self-study. The process also requires documentation and action planning.

II. STANDARDS AND GUIDELINES

The CAS Standards are requirements for minimal practice; CAS Guidelines, however, are suggestions for practice and are provided as an elaboration of the Standards. In the 1986 and 1987 *CAS Standards and Guidelines* and in this Self Assessment Guide, statements that reflect the CAS Standards [requirements] are printed in BOLD type. CAS Guidelines, which accompany the Standards are printed in regular type and are intended to explain, amplify, or interpret the meaning of those Standards through the use of examples and more detailed descriptions. The Guidelines describe elements of programs and practice that are recommended, but which are not essential for a program to exhibit to be evaluated as being in compliance with the standards.

The CAS Standards assessment criteria in this Guide are organized into 13 component parts and are presented in the following order:

1. Mission
2. Program
3. Leadership and Management
4. Organization and Administration
5. Human Resources
6. Funding
7. Facilities
8. Legal Issues
9. Equal Opportunity, Access, and Affirmative Action
10. Campus and Community Relations
11. Multi-Cultural
12. Ethics
13. Evaluation

Special Note: For further explanation about incorporating guidelines into the self-study process, consult Section V of this document.

III. DOCUMENTATION

The collection, documentation, and inclusion of supporting evidence is an essential first step in the assessment process. No self-study is complete without relevant data and related documentation to support staff judgments. It is important to remember that completion of the Self Assessment Guide rating scales does NOT represent a full self-study

Examples of the types of data that can and should be used to support evaluative judgments include the following:

1. **Relevant Publications** (e.g., mission statements, catalogues, handbooks, staff manuals, policy manuals, annual reports)
2. **Descriptions of Existing Programs and Interventions** (e.g., Career Development Center, alcohol awareness workshop, test anxiety reduction groups, new student orientation, Advising Center)
3. **Relevant Institutional and Other data** (e.g., student profiles, quantitative data, student needs assessment, theory-based assessments, and state, regional, and national data for comparisons)
4. **Program Evaluation Data** (e.g., surveys, ratings, interviews, reports, summaries)
5. **Self-Study Initiated Research and Evaluation Data** (e.g., student surveys, ratings, follow-ups, and theory based research studies designed to evaluate various aspects of the program/department/division using CAS Standards as measurement criteria)
6. **Resumes, Job Descriptions, Performance Evaluations, Budgets, Organization Charts, and Similar Documents.**

Evaluations might include both quantitative data such as responses on a questionnaire and qualitative data such as a written summary of student evaluations obtained in group interviews to support a judgment on the effectiveness of a given program. The primary point is that some type of documentation and rationale to support the rater's judgments needs to be summarized in the Guide's narrative section, with the actual documented evidence appended as part of the self-study.

In many instances the self-study rating process will identify the need to collect additional data in order to evaluate a given criterion or to document the importance for providing new program offerings where none currently exist. When a criterion statement is obviously not met, evaluators should note discrepancies between the standards and the self-study findings and recommend corrective actions to be taken.

Because the primary purpose of the self-study is for program evaluation and development, virtually all student services/development programs self-studies will identify some needed changes, whether they be to address compliance of the standards or program enhancement. Few institutions will find that none of their services and programs require additional attention following an objective self-study.

IV.STANDARDS ASSESSMENT

Assessment Criteria are used to make judgments about the extent to which the program under study has met the various standards. Each statement reflects an essential element of the standard and can be rated using the following scale:

1 2 3 4 5 UK
Noncompliance Compliance Unknown

This rating scale provides a vehicle to obtain subjective estimates of the degree to which a given criterion has been met. The primary intention of any self-study process is to evaluate an institution's programs and services to determine how effective they are and to identify areas or component parts that can be improved. Only when a program or service is completely and fully in compliance with a particular standard should a "5" rating be made. To mark "5" when additional documentation is required, or when additional criteria need to be met for even minimal practice to be achieved, does a disservice to the institution and tends to invalidate the self-study.

Individual staff members can initially complete the Guide independently, and later the individual ratings can be combined to determine the extent to which the total staff believes the unit is in compliance with the various standards. Alternatively, independent judgments can be used to identify differences in perception and a group consensus can be sought.

While a numerical, quantitative rating scale provides rater(s) with a simple, yet standardized way to report and compare judgments, consistency among raters is not automatic. Raters should use relatively similar criteria when making judgments and so some type of rater "training" is helpful. Probably the simplest way to do this is to bring the raters together in a group to discuss the rating scale in an attempt to reach consensus on the process to be used *before initiating the rating process.*

Some institutions will wish to include certain CAS Guidelines in the self-study and may desire to write criterion statements for evaluators to document and rate in a fashion similar to that used for evaluating the CAS Standards. Space is made available to append such criteria following the assessment criterion statements in each part of the Guide.

V. GUIDELINES ASSESSMENT

Determination of compliance or noncompliance with program standards is minimally effective in the self-study process. CAS Guidelines provide additional examples of good practice. In many instances, program leaders will wish to use the CAS Guidelines as well as the CAS Standards in the self-study. Because the Self Assessment Guides do not include the CAS Guidelines, using the Guidelines will require special effort. The following example, from the Organization and Administration section of the CAS Research and Evaluation Standards, demonstrates one way to use both the CAS Standards (requirements) and CAS Guidelines (recommendations).

Standard: **Since research and evaluation efforts are conducted on most campuses in cooperation with other institutional research and evaluation efforts, the chief student affairs officer must be central to the establishment of specific objectives for student services research and evaluation.**

Guideline: Research and evaluation objectives should result from a collaborative effort between the chief student affairs officer, those responsible for the various student services programs, and others responsible for institutional research evaluation efforts.

Rating: The criterion statement reflecting this Standard is presented on page 4 of the *CAS Research and Evaluation Standards Self Assessment Guide* and reads as follows:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

4.4 *The chief student affairs officer is central to the establishment of objectives for student services' research and evaluation efforts.* 4.4 ____

When rating the level of compliance with this Standard, the rater(s) can make their rating anywhere along the five-point continuum from noncompliance to compliance. If the Chief Student Affairs Officer (CSAO) has had nothing to do with any research and evaluation efforts, the rating would be "1." If the CSAO has sought to be kept minimally informed but has turned the task over to others, the rating might be "2", "3", or "4," depending upon the extent of the CSAOs involvement. If the CSAO has made special efforts to guide, inform, coordinate, and otherwise take leadership in the research and evaluation effort, the rating would probably be "5." It must be noted, however, that the criterion statement in no way seeks to assess the *nature or quality* of the CSAOs involvement.

Interpretation: The Standard, in this example, is met when there is evidence that the CSAO has taken a primary role in specifying goals and objectives for the student services/development programs research and evaluation effort. How the CSAO accomplishes this task, however, is not specified in the Standard. It is conceivable that one CSAO might do this without involving others in the institution while another CSAO might establish a task force of faculty members, student affairs staff members, and members of the institutional research office. Both might be judged as being in compliance with the Standard, but the latter also follows the collaborative pattern recommended in the Guideline. In effect, a program may be in compliance with the Standard, yet not meet the quality suggested by the Guidelines.

VI FOLLOW-UP ACTION PLAN

After explaining the nature of a given program, reviewing all documentation, and recommending specific actions, the self-study committee needs to prepare a statement of overall action, *a Self-study Follow-up Action Plan.* This plan identifies future directions on the basis of comparing past performance with desired outcomes. The self-study should develop priorities for implementing those recommended actions. The following outlines a recommended CAS Standards Self-Study Follow-Up Action Plan.

A. Areas of Excellence

1. Review the self-study and identify the areas in which the program excels.

B. Required Actions

2. Review the completed self-study and list each assessment criterion identified as not being in compliance with the Standards [note discrepancies as well].

3. Review the completed self-study and list each of the specific actions identified as being required to bring the program into compliance with the Standards.

4. Establish priority of required actions needed to bring the program into compliance with the Standards on the basis of their overall importance to achieving the program's mission and primary goals and objectives.

C. Program Enhancement Actions.

5. Review the completed self-study and list each of the specific actions recommended to strengthen and enhance the program beyond the essential requirements needed to bring the program into compliance with the standards.

6. Establish priority of the recommended actions for program enhancement on the basis of their desirability for program enhancement and feasibility for achievement.

D. Program Action Plans.

7. Establish an Action Plan for initiating and implementing the changes required to bring the program into compliance with the standards that also incorporates actions to introduce the recommended program enhancement changes.

8. Set dates by which specific actions are to be completed.

9. Identify responsible parties to complete the action tasks.

CAS developed the Self Assessment Guide to be used in conjunction with the 1986 and 1987 *CAS Standards and Guidelines*. These Guides reprint the CAS General Standards and the CAS Functional Area Standards and Guidelines in an integrated format in the appendix. The guide is designed to aid interpretation and evaluation of the CAS Standards during a self-study process.

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CAS COUNCIL FOR THE ADVANCEMENT OF STANDARDS
FOR STUDENT SERVICES/DEVELOPMENT PROGRAMS

CAS *ACADEMIC ADVISING* STANDARDS
SELF ASSESSMENT GUIDELINES

Rater:____

Department:____

Instructions: Use this scale to rate assessment criteria listed below. Place ratings in the space to the right of each criterion statement. Use Unknown (UK) response only if documentation or other information is unavailable.

1	2	3	4	5	UK
Noncompliance				Compliance	Unknown

Part 1: MISSION

Assessment Criteria: **Scale Score**

1.1 There exists a well developed, written set of academic advising goals that are consistent with the stated mission of the institution 1.1 ________

1.2 The advising program goals are consistent with the stated student services/development goals of the institution. 1.2. ________

1.3 These goal statements are reviewed and disseminated on a regular basis. 1.3. ________

1.4 The goals and objectives of the academic advising program are consistent with the CAS Standards. 1.4. ________

1.5 The mission of academic advising is to aid students in developing valid educational plans that are compatible with their life goals. 1.5. ________

1.6 There exists an institution-wide written philosophical statement concerning academic advising that includes clearly defined goals as well as the expectations placed upon advisors and students alike. 1.6. ________

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

____

____

____

____

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 2: PROGRAM

Assessment Criteria: **Scale Score**

2.1 The academic advising program is purposeful. 2.1. ______

2.2 The advising program is organized in a coherent, logical fashion. 2.2. ______

2.3 The advising program is based on a relevant theoretical foundation that incorporates knowledge of human development and learning characteristics. 2.3. ______

2.4 The advising program is responsive to the developmental and demographic profiles of the students served. 2.4. ______

2.5 Career planning and placement programs promote student development by encouraging:

- 2.5A positive and realistic self appraisal 2.5A ______
- 2.5B intellectual development 2.5B ______
- 2.5C appropriate personal and occupational choices 2.5C ______
- 2.5D clarification of values 2.5D ______
- 2.5E physical fitness 2.5E ______
- 2.5F The ability to relate meaningfully with others 2.5F ______
- 2.5G an enhanced capacity to engage in a personally satisfying and effective style of living 2.5G ______
- 2.5H appreciation of cultural and aesthetic differences 2.5H ______
- 2.5I an enhanced capacity to work independently and interdependently 2.5I ______

2.6 The program assists students to resolve personal, physical, and educational problems. 2.6 ______

2.7 The program provides assists students to overcome skill deficiencies. 2.7 ______

2.8 The program provides intentional interventions designed to improve the environment and neutralize negative environmental conditions. 2.8 ______

2.9 The program helps the campus community understand the importance and relationships of both formal academic activity and academic advising to students' development. 2.9 ______

2.10 The program assures that every student be provided ample opportunity and encouragement to meet individually with an advisor each academic term. 2.10 ______

2.11 Academic advisors use all available resources and collaborate in the collection of educational data concerning the needs, performance, aspirations and problems of students. 2.11 ______

2.12 Academic advisors have easy access to and review data about individual student's educational needs, performance, aspirations, and problems. 2.12 ______

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than Compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

Part 3: Leadership and Management

[No Criterion Measures in this Area for Academic Advising]

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 4: ORGANIZATION AND ADMINISTRATION

Assessment Criteria:		Scale Score
4.1	The advising program has clearly written policies and procedures.	4.1 ______
4.2	The program has a detailed description of its administrative processes.	4.2 ______
4.3	There exists an organization chart describing job functions and reporting relationships for the advising program.	4.3 ______
4.4	The academic advising program is well conceived and is compatible with both the students' needs and the institution's organizational structure.	4.4 ______
4.5	The specific responsibilities of academic advisors are well defined, published, and disseminated to advisors and students alike.	4.5 ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 5: HUMAN RESOURCES

Assessment Criteria: **Scale Scores**

5.1 Academic advising has sufficient numbers of professional advisors to carry out all aspects of the program. 5.1. ________

5.2 All professional advisors are qualified for their positions on the basis of relevant graduate education or an appropriate combination of education and experience. 5.2. ________

5.3 The director of the advising program is qualified for the position beyond the level of staff members to be supervised. 5.3. ________

5.4 Members of the support staff are qualified by education and experience. 5.4. ________

5.5 Preprofessional staff members have academic preparation germane to job responsibities. 5.5. ________

5.6 Adequate training and supervision is provided for support and preprofessional staff. 5.6. ________

5.7 Paraprofessional members of the advising staff are carefully selected. 5.7. ________

5.8 Paraprofessional members of the staff are carefully trained to carry out their duties. 5.8. ________

5.9 Paraprofessional members of the advising staff possess a clear understanding of their limitations. 5.9. ________

5.10 Paraprofessional staff members are adequately compensated and recognized for their work. 5.10. ________

5.11 Paraprofessional advising staff members are adequately supervised and evaluated regularly. 5.11. ________

5.12 There are adequate numbers and kinds of clerical and technical support staff members to assure that professional staff members can carry out their assigned responsibilities. 5.12 ________

5.13 Salary and fringe benefits for all program staff members are adequate and commensurate with similar positions in the institution and the region. 5.13 ________

5.14 There is evidence of a diverse academic advisor staffing pattern reflective of cultural and heritage factors within the student population. 5.14. ________

5.15 A diverse staffing pattern exists that provides identifiable role models and demonstrates a commitment to fair employment practices. 5.15 ________

5.16 The program utilizes systematic procedures for staff selection and evaluation. 5.16. ________

5.17 The academic advising program provides adequate and appropriate professional development opportunities for staff members including:

- 5.17A. inservice education. 5.17A. ________
- 5.17B. support to attend professional development activities. 5.17B. ________

5.18 The institution has designated an individual to direct or coordinate the academic advising program. 5.18. ________

158

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

5.19 The institution's designated advising director/coordinator is well qualified for the position through knowledge, experience, and training. 5.19. ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than Compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 6: FUNDING

Assessment Criteria: **Scale Score**

6.1 Funding is adequate to carry out the academic advising program's designated mission. 6.1. ________

6.2 The program attempts to identify and utilize all appropriate sources of funds. 6.2 ________

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 7: FACILITIES

Assessment Criteria: **Scale Score**

7.1 The advising program has adequate facilities to carry out its mission. 7.1 ______

7.2 All academic advising facilities are accessible to physically disabled persons and are in compliance with all legal requirements. 7.2 ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 8: LEGAL RESPONSIBILITIES

Assessment Criteria: **Scale Score**

8.1 Academic advisors are knowledgable about and responsive to relevant civil and criminal laws related to their role and function in the institution. 8.1 ________

8.2 Advisors are well informed and regularly updated about the obligations and limitations placed upon the institution, particularly regarding academic advising, by constitutional, statutory, and common law, external governmental agencies, and institutional policy. 8.2 ________

8.3 Academic advisors are provided access to legal advice as needed to implement assigned responsibilities. 8.3 ________

8.4 Advisors utilize policies and practices that limit liability exposure for institution and its agents. 8.4. ________

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1 2 3 4 5 UK
Non-Compliance Compliance Unknown

Part 9: EQUAL OPPORTUNITY, ACCESS, AND AFFIRMATIVE ACTION

Assessment Criteria **Scale Score**

9.1 Both the spirit and intent of equal opportunity laws are evident throughout the advising program. 9.1 ______

9.2 Academic advising services and facilities are readily accessible to all students in all programs throughout the institution. 9.2. ______

9.3 Nondiscriminatory advising personnel policies regarding race, gender, religion, age, national origin, color, and handicap have been developed and are practiced regularly. 9.3 ______

9.4 Hiring and promotion policies exist to assure that affirmative action will be taken to overcome advising staff imbalances where they exist. 9.4. ______

9.5 The program seeks to identify, prevent, and/or remedy other discriminatory practices. 9.5 ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 10: CAMPUS AND COMMUNITY RELATIONS

Assessment Criteria: **Scale Score**

10.1 There is evidence of systematic efforts to maintain effective working relationships with campus and community agencies whose operations are relevant to academic advising's designated mission.10.1. ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 11: MULTI-CULTURAL PROGRAMS AND SERVICES

Assessment Criteria:		Scale Score
11.1	The advising program helps the institution in providing an environment that enhances awareness of cultural differences.	11.1 ______
11.2	The advising program helps the institution in providing opportunities for individuals to assess their personal views and biases regarding cultural differences and need for behavioral change.	11.2 ______
11.3	The advising program assists minority students to identify, prioritize, and meet their unique educational needs .	11.3. ______
11.4	The advising program assists minority students in understanding the institution's culture.	11.4. ______
11.5	The advising program assists minority students to understand their unique culture and heritage.	11.5. ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 12: ETHICS

Assessment Criteria: **Scale Score**

12.1 Advising staff members have identified and implemented an appropriate set of ethical standards to guide professional practice. 12.1 ______

12.2 The adopted ethical standards are available in written form and reviewed on a regular basis. 12.2 ______

12.3 Advising program policies and procedures are consistent with the ethical standards. 12.3 ______

12.4 Appropriate measures to assure privacy of individuals and confidentiality of information, including research data,have been implemented. 12.4 ______

12.5 Advisors are informed about the institution's human subjects research policy and other policies addressing ethical practice. 12.5 ______

12.6 Advisors comply with the provisions of these policies when doing research. 12.6 ______

12.7 All students are provided access to services on a fair and equitable basis. 12.7 ______

12.8 Advisors avoid personal conflicts of interest, or the appearance of such. 12.8 ______

12.9 All funds handled by advisors are handled in accordance with established and responsible accounting procedures. 12.9 ______

12.10 Academic advisors avoid all forms of sexual harassment. 12.10 ______

12.11 Advisors and other staff members recognize their limitations and make appropriate referrals when necessary. 12.11 ______

12.12 Information about the institution's goals, services, programs, and policies is accurately presented. 12.12 ______

12.13 Advisors systematically avoid helping students to circumvent institutional policies and regulations. 12.13 ______

12.14 Advisors confront students who circumvent institutional policies or regulations and refer them to appropriate agencies as necessary. 12.14 ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

____

____

____

____

____

____

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 13: EVALUATION

Assessment Criteria **Scale Score**

13.1 A program of regular and systematic research and evaluation exists within the advising program to determine whether the educational goals and the needs of students are being met. 13.1 ______

13.2 Relevant quantitative and qualitative data obtained as a result of the research and evaluation are used to revise and improve program goals and implementation processes. 13.2 ______

13.3 Evaluation data includes responses from students and other significant constituencies. 13.3 ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

SPECIAL NOTE:

Using "Actions needed [required] for compliance" and "Actions recommended for program enhancement" entries, proceed to develop a Follow-up Action Plan [refer to page viii].

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CAS Standards and Guidelines for Academic Advising

CAS Academic Advising Standards are printed in BOLD TEXT.

CAS Academic Advising Guidelines are printed in PLAIN TEXT.

Part 1: MISSION

The institution and the advising program must develop, review, and disseminate regularly its own specific goals for student services/development, which must be consistent with the nature and goals of the institution and with the standards in this document.

The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals.

The institution must have a clearly written statement of philosophy pertaining to academic advising which must include program goals and set forth expectations of advisors and advisees.

Academic advising should be viewed as a continuous process of clarification and evaluation.

The ultimate responsibility for making decisions about life goals and educational plans rests with the individual student. The academic advisor assists by helping to identify and assess alternatives and the consequences of decisions.

Institutional goals for academic advising may include:

- clarification of life and career goals;
- development of suitable educational plans;
- selection of appropriate courses and other educational experiences;
- interpretation of institutional requirements;
- increasing student awareness of educational resources available;
- evaluation of student progress toward established goals;
- development of decision-making skills;
- reinforcement of student self-direction;
- referral to and use of other institutional and community support services, where appropriate; and
- collecting and distributing student data regarding student needs to assist the preferences and performance regarding institutional policy-making.

Part 2: PROGRAM

The academic advising program must be (a) purposeful, (b) coherent, (c) based on, or related to theories and knowledge of human development and learning characteristics, and (d) reflective of the demographic and developmental profiles of the student body.

The academic advising program must promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, clarifications of values, physical fitness, the ability to relate meaningfully and mutually with others, the capacity to engage in a personally satisfying and effective style of living, the capacity to appreciate cultural and aesthetic differences, and the capacity to work independently and interdependently;

The academic advising program must assist students in overcoming specific personal, physical, or educational problems or skill deficiencies.

The academic advising program must identify environmental conditions that may negatively influence welfare and propose interventions that may neutralize such conditions or improve the environment.

The educational experience of students consists of both academic efforts in the classroom and developmental opportunities through student services and development programs. Institutions must define the relative importance of these processes.

Individual academic advising conferences must be available to students each academic term. The academic advisor must review and utilize any available data about student academic and educational needs, performance, aspirations, and problems and must collaborate in collection of such data.

Individual conferences with an academic advisor are intended to provide assistance to the student in refining goals and objectives, understanding what choices are available, and assessing the consequences of alternative courses of action. Course selection; understanding and meeting institutional requirements; and providing clear and accurate information regarding institutional policies, procedures, resources, and programs; may be carried out individually or in groups. Supplemental systems for the delivery of advising information such as on-line computer programs may be utilized.

Referrals should be made to appropriate institutional or community support services as needed.

Research pertinent to students, the advising program, and perceptions of the institution should be reported and interpreted to academic advisors and units of the institution which can utilize the results effectively. Confidentiality of individual student records should be maintained.

Part 3: LEADERSHIP AND MANAGEMENT

Part 4: ORGANIZATION AND ADMINISTRATION

The academic advising program must develop its own set of policies and procedures that include a detailed description of the administrative process and an organizational chart showing the job functions and reporting relationships within and beyond the advising program.

The design of the academic advising program must be compatible with the institutional organizational structure and student needs. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and students.

In some institutions, academic advising is a centralized function, while in others, it is decentralized, with a variety of people throughout the institution assuming responsibilities. Whatever system is used, students, faculty, and staff members should be aware of their respective responsibilities.

Part 5: HUMAN RESOURCES

The academic advising program must have adequate and qualified professional staff to fulfil the mission of that service and to implement all aspects of the program. To be qualified, professional staff members must have a graduate degree in a field of study relevant to the particular job in question or must have an appropriate combination of education and experience. In any functional area in which there is a full-time director, that director must possess levels of education and/or professional experience beyond that of the staff to be supervised.

Preprofessional or support staff members employed in the academic advising program must be qualified by relevant education and experience. Degree requirements, including both degree levels and subject matter, must be germane to the particular job responsibilities. Such staff members must be trained appropriately and supervised adequately by professional staff.

Paraprofessionals must be carefully selected, trained with respect to helping skills and institutional services and procedures, closely supervised, and evaluated regularly. Their compensation must be fair and any voluntary services must be recognized adequately. Paraprofessionals must recognize the limitations of their knowledge and skills and must refer students to appropriate professionals when the problems encountered warrant.

BEST COPY AVAILABLE

To ensure that professional staff members devote adequate time to professional duties, the academic advising program must have sufficient clerical and technical support staff. Such support must be of sufficient quantity and quality to accomplish the following kinds of activities: typing, filing, telephone and other receptionist duties, bookkeeping, maintaining student records, organizing resource materials, receiving students and making appointments, and handling routine correspondence. Salary level and fringe benefits for staff must be commensurate with those for similar professional, preprofessional, and clerical positions at the institution and in the geographic area.

To ensure the existence of suitable and readily identifiable role models within the campus teaching and administrative ranks, advising staff employment profiles must reflect representation of categories of persons who comprise the student population. However, where student bodies are predominantly nondisabled, of one race, sex, or religion, a diverse staffing pattern will demonstrate institutional commitment to fair employment practices.

The academic advising program must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including inservice training programs, participation in professional conferences, workshops, and other continuing education activities.

Adequate staff should be available to meet student needs without unreasonable delay. Advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

Whether centralized or decentralized organization structure is used, a specific individual must be designated by the institution to direct or coordinate the academic advising program.

The position of director or coordinator should ensure the integration of both academic and student support services within the institution; be responsible for providing leadership, supervision, and direction to the advising program; oversee the development and maintenance of a staff structure that implements institutional goals for the advising program; and be charged with developing and carrying out selection and training procedures for all academic advisors.

A variety of staffing arrangements may be used. Advisors may be full-time or part-time professionals who have advising as their primary function within the institution or may be full-time professionals who have other responsibilities, such as teaching faculty. Paraprofessionals (i.e. , graduate students in practica, internships, or assistantships) or peer advisors (i.e., trained undergraduate students) may also assist advisors.

The director/coordinator must possess either an earned graduate degree(s) or equivalent combination of academic and educational experience, previous experience as an academic advisor, knowledge of student development, and thorough institutional knowledge.

The director or coordinator should be skilled in fiscal management, staff selection and training, conceptualization, planning, and evaluation tasks.

Professional academic advisors should have, in addition to a graduate degree, an understanding of student development; a comprehensive knowledge of the institution, its programs, academic requirements, majors, minors, and student services; a demonstrated interest in working with and assisting students; a willingness to participate in preservice and inservice training and other professional activities; and demonstrated interpersonal skills.

Paraprofessionals and peer advisors involved in academic advising should:
- relate well to undergraduates;
- be willing and able to assist in the performance of professional advisors;
- be of above average academic achievement;
- be carefully prepared for their role and made aware of the limitations of their authority; and
- be adequately supervised by professional staff.

Where available, the secretarial and clerical staff should maintain student records, organize resource materials, receive students, ;make appointments, and handle correspondence and other operational needs.
Technical staff may be used in research, data collection, systems development, and special projects.

Technical, secretarial, and clerical staff should be selected, trained, and supervised to work compatibly with staff and students. They should enable the professional staff to minimize routine tasks and functions.

Part 6: FUNDING.

The academic advising program must have funding sufficient to carry out its mission and to support the following, where applicable: staff salaries; purchase and maintenance of office furnishing, supplies, materials, and equipment, including current technology; phone and postage costs; printing and media costs; Institutional memberships in appropriate professional organizations; relevant subscriptions and necessary library resources; attendance at professional association meetings, conferences, and workshops; and other professional development activities. In addition to institutional funding commitment through general funds, other funding sources may be considered, including: state appropriations, student fees, user fees, donations and contributions, fines, concession and store sales, rentals, and dues.

Printing and media monies should be sufficient to provide quality printed and non-print information for students; training materials for staff, including handbooks and newsletters; and to support routine clerical functions. There should also be sufficient resources to publicize the program.

Special consideration should be given to providing funding for inservice training of advisors, particularly; those for whom the advisory function is a part-time and/or secondary assignment.

Part 7: FACILITIES

The academic advising program must be provided adequate facilities to fulfill its mission. As applicable, the facilities for the program must include, or the function must have access to, the following: private offices or private spaces for counseling, interviewing, or other meetings of a confidential nature; office, reception, and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, and machinery; and conference room or meeting space. All facilities must be accessible to disabled persons and must be in compliance with relevant federal, state, and local health and safety requirements.

Facilities should provide privacy, freedom from visual and auditory distractions, adequate space, and an atmosphere of warmth and friendliness.

When the advising program includes an advising center, the facility should be in reasonable proximity to related campus agencies, such as the counseling center, career planning and placement, admissions, records, registration, and other services to which students are frequently referred.

Part 8: LEGAL RESPONSIBILITIES

Advising staff members must be knowledgeable about and responsive to relevant civil and criminal laws and must be responsible for ensuring that the institution fulfills its legal obligations. Academic advisors must be well versed in those obligations and limitations imposed on the operation of the institution, particularly in their functional area, by local, state, and federal constitutional, statutory, regulatory, and common law, and by institutional policy. They must utilize appropriate policies and practices to limit the liability exposure of the institution, its officers, employees, and agents. The institution must provide access to legal advice to professional staff as needed to carry out assigned responsibilities.

Part 9: EQUAL OPPORTUNITY, ACCESS, AND AFFIRMATIVE ACTION

The academic advising program must adhere to the spirit and intent of equal opportunity laws in all activities. Each area must ensure that its services and facilities are accessible to and provide hours of operation that respond to the needs of special populations, including traditionally under-represented, evening, part-time, and commuter students.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin and/or handicap. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalance, particularly when resulting from past discriminatory practices. The advising program must seek to identify, prevent and/or remedy other discriminatory practices.

Part 10: CAMPUS AND COMMUNITY RELATIONS

The academic advising program must maintain good relations with relevant campus offices and external agencies, which necessarily requires regular identification of the offices with whom such relationships are critical.

Academic advising is an extension of the educational process, which is highly dependent on a one-to-one relationship. Advising effectiveness is also dependent upon close working relationships with other institutional agencies, the faculty, and the administration.

The academic advising system should be fully integrated into other processes of the institution. There should be functional and effective relationships with other campus services, the teaching faculty, administrators, and other professionals in student services. There should be coordinated relationships with related areas such as admissions, records, registrations, counseling, and career planning and placement.

Part 11: MULTI-CULTURAL PROGRAMS AND SERVICES

The institution must provide to members of its majority and minority cultures' educational efforts that focus on awareness of cultural differences, self- assessment of possible prejudices, and desirable behavior changes.

The institution must provide educational programs that help minority students identify their unique needs, prioritize those needs, and meet them to the degree that resources permit.

The institution must orient minority students to the culture of the institution and promote and deepen their understanding of their own culture and heritage.

Part 12: ETHICS

All persons involved in the provision of advising services to students must maintain the highest standards of ethical behavior. Academic advisors must develop and adopt standards of ethical practice addressing the unique problems that face personnel in that area. The standards must be published and reviewed by all concerned. In the formulation of those standards, ethical standards statements previously adopted by the profession at large or relevant professional associations may be of significant assistance and must be considered.

Certain ethical obligations apply to all individuals employed in the academic advising program, for example: All advisors must ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential. In addition, all requirements of the Family Educational Rights and Privacy Act (Buckley Amendment) must be complied with and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. A similar dedication to privacy and confidentiality must be applied to research data concerning individuals.

All advisors must be aware of and comply with the provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practice.

All academic advisors must ensure that students are provided access to services on a fair and equitable basis. Advisors must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution. In many instances, the appearance of a conflict of interest can be as damaging as an actual conflict. Whenever handling funds, all staff must ensure that such funds are handled in accordance with established and responsible accounting procedures.

Academic advisors must not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if "(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) ... is used as the basis for employment decisions ..., (3) ... has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

29 Code of Federal Regulations
C.F.R. Section 1604.11 (a)

All academic advisors must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

Advisors must recognized the limits of their competence and perform only those functions for which they are qualified. All advising program staff members must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

Advisors must insure the accurate presentation of information to the public, students, parents, colleagues, and subordinates. Brochures, student handbooks, and other materials prepared for open distribution must accurately represent the institution's goals, services, programs, and policies. Advising staff members must ensure that all such information is accurately presented.

Advisors must not counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy or norms, the advisor is obliged to address the issue and refer students to the appropriate agency accordingly.

Part 13: EVALUATION

There must be systematic and regular research on and evaluation of the overall institutional student services/development program and the academic advising program to determine whether the educational goals and the needs of students are being met. Although methods of evaluation may vary, they must utilize both quantitative and qualitative measures. Data collected must include responses from students and other significant constituencies. Results of these regular evaluations must be used in revising and improving the program goals and their implementation.

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ADDITIONAL READING

This bibliography on the subject of academic advising is intended to serve as a resource guide for administrators and researchers in higher education. Special recognition is due Lois Renter, head librarian of The American College Testing Program, who was primarily responsible for compiling the information. It is hoped that this bibliography will be useful to educators in improving academic advising, and thus serving students more effectively.

Academic Advising (General)

Borgard, J. H. Toward a pragmatic philosophy of academic advising. *NACADA Journal*, 1981, *1* (1), 1-6.

> Changes in academic advising often occur without pattern, without thought of what ought to be accomplished, or without adequate desire or tools to examine the worth of advising efforts. It is proposed that academic advising predicate itself on a Deweyan pragmatic base to bring pattern to this fragmented activity. The pragmatic view believes that learning begins in experience and that the advisor has a key role in arranging and bringing continuity to the interaction of student experience and student needs.

Carstensen, D. J., & Silberhorn, C. *A national survey of academic advising; final report.* Iowa City, Iowa: The American College Testing Program, 1979.

> Data were gathered from a national sample of 2-year, 4-year public, and 4-year private postsecondary institutions. Responses were received from 820 of 1095 institutions surveyed.
>
> Some of the conclusions: institutions are more alike than different in their advising delivery systems; advising is perceived by administrators as a low-status function; advising is seen as an informative activity rather than a developmental process. There is a lack of evaluation procedures, and many institutions have no comprehensive advising policy statements. Interest in the advising function is increasing.

Cook, N. J. The status of academic advisement. (Doctoral dissertation, Indiana University, 1980). *Dissertation Abstracts International.* 1980, *41*, 1421A-1422A. (University Microfilms No. 8022708)

> A random sample of 344 regionally accredited, baccalaureate degree granting institutions were mailed questionnaires from which 211 responses were used for this study. The institutions were polled concerning the type of academic advising process they used, who was responsible for the advising programs, and whether the same advising procedure was used throughout the institution. A number of other facets were also studied.
>
> The main findings: faculty were the primary advisors at 89 percent of the institutions; vice-presidents for academic affairs were responsible for 70 percent of the advisement programs; the same advising procedures were used throughout each of more than 70 percent of the institutions. It appears that academic advising is now and seems destined to continue to be a faculty responsibility. Other forms of advising seem to be intended to augment faculty advising. Other findings indicated that advising processes are not highly successful but that those responsible for the programs are concerned. A number of recommendations are drawn from the study.

Crockett, D. S., and Levitz, R. L. *A national survey of academic advising: final report.* Iowa City, Iowa: The American College Testing Program, 1983.

> Current undergraduate academic advising practices were examined in a second National Survey of Academic Advising conducted by the ACT National Center for the Advancement of Educational Practices in the fall of 1982. The survey instrument focused on those elements identified in the research on academic advising as important characteristics in the organization and delivery of advising services.

Crockett, D. S. (Ed.). *Advising skills, techniques, and resources.* Iowa City, Iowa: The American College Testing Program, 1986.

> This document is a comprehensive compilation of materials designed to assist college personnel in enhancing the effectiveness of their academic advising programs. Topics include: introduction to advising, training, skills, techniques and resources, evaluation, and ACT in advising. The publication is revised annually.

Grites, T. J. *Academic advising: getting us through the eighties.* Washington, D. C.: American Association for Higher Education, 1979.

> A thorough review of the historical development of advising systems, various delivery systems, and intra-institutional relationships leads to several conclusions. First, academic advising cannot be done in isolation. Second, there is no single formula for successful academic advising. Third, the role of academic advising will become more prominent. The recognition of the need for a sound advising program raises a number of questions, and institutions must realize the implications of achieving it. Recommendations for achieving such a program involve research, the organization, selection and training of personnel, program evaluation, and incentives for good faculty advising.

Hoffman, M. Academic advising in higher education. *Dissertation Abstracts International*, 1975, *35*, 5815A.

> This study, basically a review of the literature dealing with models and components of models of academic advising in higher education, emphasizes the importance of meeting needs of students through a well-developed guidance program as an additional student personnel service.
>
> The study suggests criteria for the development of an effective program and stresses the necessity for each institution to develop goals of advising that will support

its educational philosophy. It further indicates the importance of a well-developed in-service training program for those actively involved in the advising process. It contends that there is a need for extensive research into all aspects of academic advising, especially in expansion of evaluation techniques and tools.

Wilder, J. R. *Academic and career advising.* Bowling Green, KY: Western Kentucky University, 1983.

Dr. Wilder argues convincingly that institutions of higher education must strengthen academic and career advising. The reasons are obvious. Students have a right to expect their university to design and implement an effective academic advising and career planning program. Moreover, given the data regarding collegiate enrollments during the 1980's, colleges and universities must effectively address the problem of attrition if they expect to survive in their present state. Clearly, as Dr. Wilder demonstrates, too many well qualified students leave college each year because of inadequate academic and career advising. It is a problem to which we can effectively respond and Dr. Wilder has provided a series of recommendations which everyone interested in the needs of students will find useful.

Developmental Advising

Crookston, B. B. A developmental view of academic advising as teaching. *Journal of College Student Personnel,* 1972, *13,* 12-17.

The traditional relationship between academic advisor and student has been prescriptive, based on authority. The developmental relationship is based on the belief that the advisor and student differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning by both parties. Prescriptive and developmental advising differ in their approach to the various dimensions of the relationship: abilities, motivation, rewards, maturity, initiative, control, responsibility, and relationship. The greatest difficulty in developmental advising is in the different meanings the faculty and advisee attach to the term *advising.* Taking time to discuss and agree on interpersonal and working relationships can help avoid the conflict that is inevitable from untested, disparate assumptions.

Dameron, J. D., & Wolf, J. C. Academic advisement in higher education: a new model. *Journal of College Student Personnel,* 1974, *15,* 470-473.

The proposed model is similar to that described by O'Banion in emphasizing the developmental process of academic advising, but the method of implementation differs significantly, primarily in the use of personnel. Staffing is based on a professional career ladder with three basic divisions. The paraprofessional facilitates scheduling of courses; the preprofessional aids in the selection of program and courses; and the professional facilitates the exploration of life goals and vocational goals. Reasons for not using faculty for advisement center around training and commitment, costs, and coordination of efforts. Advantages of the model are that it is efficient and it can be evaluated.

Grites, T. J. Student development through academic advising: a 4 X 4 model. *NASPA Journal,* 1977, *14* (3), 33-37.

A successful student development program must be both operational in practice and developmental in concept. The 4 X 4 model attempts to provide both components. The model operates from the academic units of the institution. The academic advising process serves as the mechanism for establishing the structure. Its functions are primary advising, professional advising, personal counseling, and the programmatic dimension. The developmental stages, over a period of time, are described as preview, planning, process, and postview. The model is adaptable to a variety of institutional settings and can be evaluated by objective and qualitative methods.

Higginson, L. C., Cohen, K. D., & Garis, S. H. (Eds.). *Academic advising as a developmental process; proceedings of the fourth National Conference on Academic Advising, Asheville, N.C., 1980.*

As do the first three conference proceedings, this one also offers a potpourri of papers on advising. Two of the general sessions, one workshop, and several of the paper sessions focused on the developmental approach to advising.

Mash, D. J. Academic advising: too often taken for granted. *College Board Review,* 1978, (107), 33-36.

A developmental approach to academic advising should go well beyond the interpretation of degree requirements and course registration. Three general dimensions of such an approach need to be present: (1) advisors who view advising as important and who are rewarded for it; (2) a training program; and (3) a thorough understanding of the student's interests. These dimensions must be brought together in face-to-face sessions between advisor and student. A strong justification can be made for instituting an effective developmental advising system.

O'Banion, T. An academic advising model. *Junior College Journal,* 1972, *42* (6), 62; 64; 66-69.

The process of academic advising includes: (1) exploration of life goals; (2) exploration of vocational goals; (3) program choice; (4) course choice; and (5) scheduling courses. Based on the skills, knowledge, and attitudes required by the personnel who would assist students, professional counselors would take responsibility for steps one and two, and perhaps steps three and four. There are many arguments for the use of faculty members in steps three and four because of their curriculum and subject knowledge. Given certain important conditions, it seems reasonable to believe that an instructor advising system can function as well as any other. A team approach may be the best answer for academic advising, with each member participating in the process according to his competencies and interests.

Walsh, E. M. Revitalizing academic advisement. *Personnel and Guidance Journal*, 1979, *57*, 446-449.

Academic advisement has traditionally been thought of as limiated to such routine functions as course registration and academic record-keeping. Advisement should be redefined so that developmental functions are central. It would then perform a much-needed service in higher education, for students need assistance in planning academic programs and integrating academic, career, and life goals. Faculty and advisors will need to learn some unfamiliar roles and some new skills. With appropriate support, however, acceptance of developmental advising will be possible.

Winston, R. B., Enders, S. C., & Miller, T. K. Academic advising as a student development. In *New directions for student services: developmental approaches to academic advising*, (17). San Francisco: Jossey-Bass, 1982.

This chapter deals with the idea of educating the whole person, not only his or her intellect. Principles of student development must be formally integrated into the institution's mission, goals, and program thrusts. Academic advising is viewed as one existing vehicle that can be readily refitted for this purpose.

Winston, R. B., Miller, T. K., Ender, S. C., Griteo, T. J., & Associates. *Developmental academic advising*. San Francisco: Jossey-Bass, 1984.

This book provides the most comprehensive examination available of academic advising from a developmental perspective. In seventeen original chapters, the authors show how effective advising programs can do more than help students select a course of study; they can enhance the quality of students' educational experiences by helping them adjust to the college environment, make the most of institutional resources, achieve educational and personal goals, and make career decisions.

Drawing on student development theory as well as on a nationwide survey of academic advising practices at more than 750 institutions, the authors detail specific strategies and techniques for making advising more effective in all types of institutions—large and small, technical and liberal arts, public and private. They cover each major area of academic advising, from formulating program goals through selecting and training advisors to organizing and administering services.

All those responsible for advising students—whether counselors, advisors, admissions staff or administrators wishing to improve their campus' advising programs—will find this book of value.

Advising and Student Persistence

Beal, P. E., & Noel, L. *What Works in Student Retention*. Iowa City, Iowa: The American College Testing Program, 1980.

The Report of a Joint Project of The American College Testing Program and The National Center for Higher Education Management Systems (1980). The results, findings, and recommendations of the 1979 ACT/NCHEMS study of over 900 colleges and universities. This monograph focuses on intervention strategies including advising to improve student retention; the purpose is to provide functional assistance to college administrators and faculty.

Crockett, D. S. Academic advising: a cornerstone of student retention. In *New directions for student services: reducing the dropout rate*, (3, pp. 29-35). San Francisco: Jossey-Bass, 1978.

This chapter discusses the relationship between academic advising and improved student retention. A conceptual model for developing and implementing a successful advising program is presented.

Crockett, D. S. *Academic advising. On increasing student retention* (13, pp. 224-261). San Francisco: Jossey-Bass, 1985.

This chapter discusses a number of elements critical to enhancing the quality of academic advising and concludes that with proper administrative support and a developmental emphasis, academic advising can provide students with a needed and valuable service that enhances their growth and development as well as their commitment to the institution and the higher education experience.

Forrest, A. *Increasing Student Competence and Persistence*. Iowa City, Iowa: The ACT National Center for the Advancement of Educational Practices, 1982.

This study measures, among other things, the importance of academic advising in achieving general education objectives and in increasing student persistence.

Glennen, R. E. Intrusive college counseling. *College Student Journal*, 1975, *9*, 2-4.

The University of Nevada, Las Vegas, approved the establishment of University College to house all entering freshmen and transfer students. Faculty were recruited to counsel students, using an intrusive approach. The results of the program included a reduction in academic attrition, probation, suspensions and withdrawals, and an increase in Deans Honor List and "B" average achievement. The conclusion was that colleges must not sit back and wait for students to come for advice and counseling. They must use intrusive techniques.

Glennen, R. E., & Baxley, D. M. Reduction of attrition through intrusive advising. *NASPA Journal*, Winter 1985.

An intrusive advising program is outlined that has successfully reduced attrition of high-risk college freshmen and sophomores.

The retention program was established to provide (a) advising, (b) testing, (c) developmental education, and (d) more vertical degree options for entering freshmen. Students are assigned to a program of study by faculty advisors based upon the results of their ACT tests. The students are also provided with tutorial services in reading, writing, and mathematics, and with assistance in study skills, taking notes, and using the library. These support services are essential to ameliorate the academic problems entering students bring with them.

The intervention strategies described create a successful university experience for entering freshmen at Western New Mexico University resulting in increased achievement levels and improved retention rates. The intrusive system emphasizes individual attention. It helps students identify and cope with academic problems that would otherwise interfere with the students' academic achievement.

This intervention program is recommended as a possible solution for institutions with attrition problems, especially those schools with significant populations of high risk students.

Habley, W. R. Academic advisement: the critical link in student retention. *NASPA Journal*, 1981, *18* (4), 45-50.

The Advisement-Retention Model presents a theoretical framework which underscores the importance of academic advising to retention. It relies on two basic assumptions: that advising must be viewed as developmental and that an institution may not be able to reverse all the variables which lead to attrition. Within the model, the various factors are developed along a continuum, which focuses primarily on five factors directly related to the quality of the educational program in relation to the students' defined educational and career goals. The academic advisor is the key figure in assisting students to explore their goals and to choose appropriate academic offerings.

Noel, L., Levitz, R., Saluri, D., & Associates. *Increasing student retention*. San Francisco: Jossey-Bass, 1985.

In this book, the authors present practical, step-by-step guidelines and strategies for achieving improvements in retention.

Based on nine nationwide surveys of retention practices and on consultations with over 375 colleges and universities, the authors provide a wealth of information on retention efforts that have proven successful. They explain how to zero in on student groups most likely to drop out—such as commuter students, the academically underprepared, and those with undecided majors. They describe how to assess these students' special needs and then create campus-wide programs that improve student learning, satisfaction, and retention. Many case examples and illustrations show how institutions—public and private, large and small, two- and four-year—can improve their own retention efforts.

Advisor Training

Bonar, J. R. Developing and implementing a systems-design training program for academic advisors. *Journal of College Student Personnel*, 1976, *17*, 190-198.

An instructional design model, following a systems approach, was used to develop a comprehensive pre-service academic advisor training program which is adaptable to a wide variety of institutional settings. The process continued through numerous procedural activities related to planning, developing, implementing and evaluating the system, its materials, and techniques. This particular training program has been in use since 1972. The positive feedback from those who have completed the program and have gone on to become academic advisors attests to its value.

Bostaph, C., & Moore, M. Training academic advisors: a developmental strategy. *Journal of College Student Personnel*, 1980, *21*, 45-50.

The issue of academic advising is crucial to American higher education today. Suddenly it requires reevaluation and added attention. Studies have shown that academic advising is perceived as unsatisfactory by many students. A strategy for training advisors should include an adequate reward system, a viable in-service training program, and a developmental approach to advising.

Gordon, V. Training academic advisers: content and method. *Journal of College Student Personnel*, 1980, *21*, 334-340.

Academic advisor training is a vital component of an effective advising program. A training program that incorporates the fundamental concepts and functions common to all academic advising has been used at Ohio State University for several years. Specific topics and methods of facilitating training in those areas include: the process of academic advisement, the developmental approach to advising, career development and advising, and the university setting and its resources.

Winston, R. B., & Enders, S. C. Training allied professional advisors. *New directions for student services: developmental approaches to academic advising* (17). San Francisco: Jossey-Bass, 1982.

This chapter suggests that the quality of a student's experience with academic advising is directly related to the quality and rigor of the training of advisors. The authors identify eleven components of advisor training and outline goals and objectives for each component.

Evaluation of Advising

Brown, R. D., & Sanstead, M. J. Using evaluation to make decisions about academic advising programs. In *New directions for student services: developmental approaches to academic advising* (17). San Francisco: Jossey-Bass, 1982.

This chapter summarizes the research literature on academic advising and discusses evaluative processes for making decisions about the advising process. The authors present a brief review of several evaluation approaches and identify the critical issues affected by the academic advising process. Several key qualities and strategies individuals might consider in the evaluation process are also presented.

Capoor, M. *A study of the academic advisement system in a community college.* Paper presented at the Association for Institutional Research Forum, San Diego, Cal. May, 1979. (ERIC Document Reproduction Service No. ED 174 070)

Student and faculty questionnaires were designed to measure perceptions of the advisement system in a large comprehensive community college. The survey investigated background variables, process variables, and outcome variables of the system. Though the measures chosen were purely empirical and lacked any theoretical base, the study produced useful information for assessing the efficacy of the advisement system. The study also illustrates the necessity for and serves as an example of reducing a large amount of data for effective and focused presentation of key findings.

Crockett, D. S. How good is your advising program? A self-inquiry technique. *Southern College Personnel Association Journal,* 1979, *1* (3), 33-40.

A recent survey indicated that 80 percent of the responding institutions have no formal evaluation process for their academic advising program. This self-inquiry technique is designed to assist institutions in evaluating the current status of their program. Based on 17 questions to be answered as the situation actually exists, it offers comments on each facet of a good program. A score, derived from the answer key, indicates where the program stands on the rating scale.

Grites, T. J. Student and self ratings of teacher-advisors. *NACADA Journal,* 1981, *1* (1), 29-33.

In order to analyze both faculty and student evaluations of advising, two forms (student and faculty) of two instruments, Student Instructional Report and Advising Satisfaction Questionnaire, were administered. From the results, three major conclusions were drawn. First, students rate faculty members differently than faculty members rate themselves, both as teachers and as advisors. Second, students desire a warm friendly relationship with faculty, especially through advising. Third, no general conclusions could be made about effects of various descriptive characteristics on student ratings of faculty. Future studies are needed to clarify relationships between students and faculty and to facilitate improvement in them.

Kapraun, E. D., & Coldren, D. W. An approach to the evaluation of academic advising. *Journal of College Student Personnel,* 1980, *21,* 85-86.

An evaluation of faculty advising which focuses on the assessment of student perceptions was implemented on the Fayette Campus of Pennsylvania State University. The instrument is designed to elicit a numerical rating of the advisor in nine dimensions of advising activity. The results of the appraisal are used for formative and summative evaluations and to identify and reward effective advisors.

Laroen, M. D., & Brown, B. M. Rewards for academic advising: an evaluation. *NACADA Journal,* October 1983.

This article concludes that although academic advising is recognized as a significant part of an institution's mission, it does not rate high in terms of the traditional reward structure. What rewards are available come through departments and department chairs. But chairs and faculty who have a major involvement in advising differ in terms of the extent to which advising is currently being rewarded. However there is general agreement that it should be rewarded with commensurate reduction in teaching and research responsibilities, with merit salary increases, and by consideration in promotion and tenure evaluations.

The authors recommended that if advising is to be rewarded, it must be evaluated. First an institutional description of responsibilities for advising must be developed and mechanisms using students and possibly peers for evaluating performance established. Second, the weight given to advising in the overall rewards system will depend upon institutional priorities and missions. Third, a clear definition and process for evaluating advising will help improve the current situation.

Polson, C. J., & Cashin, W. E. Research priorities for academic advising: results of survey of NACADA membership. *NACADA Journal,* 1981, *1* (1), 34-43.

There exists a limited amount of truly experimental research in current literature on advising and, as a result, minimal directions for constructive alterations of present programs. The survey sought to identify questions about advising that the membership wanted to have studied. There were 340 useable responses to the questionnaire. While no definite conclusions were drawn, the results indicated that first the specific advising needs of the individual student should be identified. The effectiveness of various advising approaches could then be studied and recommendations for improving existing programs be made.

Seligsohn, H. C. Academic advising: an approach to evaluation. (Doctoral dissertation, University of South Florida, 1976). *Dissertation Abstracts International*, 1977, *37*, 6161A. (University Microfilms No. 77-9261)

The approach to the evaluation of academic advising, labeled ODAS, is designed to be a flexible, comprehensive system for evaluation of student services, applicable to various structures of a service at any location, and not prohibitively expensive. Problems of the evaluation of student services were identified through a literature review and taken into consideration. A survey helped identify purposes and subpurposes of evaluation. The product consisted of a series of tables, one for each subpurpose, containing objectives, data, assessment techniques, and sources of data (ODAS). To use the product, one would select at least one subpurpose for evaluation and continue on through nine steps, ending with reevaluation after changes in activities had been made and used for a while. Validity of the ODAS was confirmed by the opinions of experts in student services, measurement, and academic advising as well as by a pilot test. Several limitations of the system were identified. Recommendations included further development of the system by professionals in the field.

Teague, G. V., & Grites, T. J. Faculty contracts and academic advising. *Journal of College Student Personnel*, 1980, *21*, 40-44.

The trend toward specificity of faculty rights, duties, and benefits under collective bargaining could unintentionally eliminate academic advising as an expected duty since it is often perceived as trivial and an administrative burden. Current collective bargaining agreements and institutional documents were examined to determine the degree to which advising is described as an official faculty responsibility. Findings of the study suggest that specification of duties required of faculty advisors is generally neglected in all forms of agreements, regardless of the kind of institution.

Management of Advising

Abel, J. Academic advising administrators: contributors to student based management practices. *Journal of the National Association for Women Deans, Administrators, and Counselors*, 1978, *41*, 102-104.

The academic advising administrator can be one of the most valuable middle managers in integrating student development concepts throughout the institution. By developing and using student information and cost/benefit units as well as streamlining registration and evaluating university procedures, management practices can be established which give support to faculty involvement in student development programs.

Kramer, H. C. Faculty advising as faculty development. *College and University*, 1979, *54*, 204-215.

A model for a program which enhances both faculty development and faculty advising calls for a coordinator of advising who would provide the conditions and some of the incentives for faculty to evaluate their performance and improve as advisors. The intervention of the coordinator into one phase of the advisor's behavior would pave the way for the faculty member to explore various dimensions of his or her behavior and cognitions. Such a program would meet faculty's need for development and student's need for better advising.

Kramer, H. C. The advising coordinator: managing from a one-down position. *NACADA Journal*, 1981, *1* (1), 7-15.

The role of the advising coordinator is a challenging one. A member of middle management, the coordinator manages the service but does not manage the advisors. The relationship between the coordinator and faculty may be a difficult one, partly because of differing viewpoints about advising. The duties of a coordinator are to plan, organize, and evaluate academic advising. The abilities must include effective leadership, ingenuity, and persistence.

Advising Special Populations

Banks, S. W. An assessment of the athletic advisement programs at major colleges and universities throughout the United States. (Doctoral dissertation, University of South Carolina, 1978). *Dissertation Abstracts International*, 1978, *39*, 1416A. (University Microfilms No. 7816496)

Information was obtained by sending questionnaires to 378 student-athletes and to fourteen academic advisors. Data from fourteen colleges and universities were used. A list of eighteen services which were provided for student-athletes by their advisors was generated. Services most frequently used by student-athletes as perceived by them and the advisors are also shown.

Gordon, V. N. *The undecided college student: an academic and career advising challenge*. Springfield, Illinois: Charles C. Thomas, 1984.

This book describes how academic advisers, counselors, faculty, and college administrators can help undecided college students set and implement educational and career goals. The author discusses the origins of indecision, identifies specific categories of undecided students, and describes model programs for counseling and advising students. She provides a developmental advising approach and focuses on career development concepts. Program components, delivery systems, administrative considerations, individual and group advising techniques, adviser techniques and training, and program evaluation are fully detailed.

Grites, T. J. Advising for special populations. In *New directions for student services: developmental approaches to academic advising* (17). San Francisco: Jossey-Bass, 1982.

This chapter discusses the many special student populations and the unique characteristics and needs advising programs should address. Special attention is focused on returning adult students, academic high-risk students, honor students, and athletes.

Lacher, M. R. B. On advising undergraduate women: a psychologist's advice to academic advisers. *Journal of College Student Personnel*, 1978, *19*, 488-493.

A college commission on the status of women circulated a study to introduce academic advisors to psychological data relevant to women students' needs and concerns. An open meeting with undergraduate women had revealed dissatisfaction with academic advising in such areas as women's career expectations, confidence in intellectual performance, risk-taking and challenge, interaction with teachers, and letters of recommendation. Responses to a questionnaire distributed to advisors one year later indicated that the advisors found the study "somewhat" useful. Many thought it did not apply to them. Advisors reported giving increased emphasis to careers, nontraditional choices, science, mathematics, and the "need to support and compliment as well as criticize and suggest."

Oliver, M. L. *The role of academic advising in compensatory education programs.* 1978. (ERIC Document Reproduction Service No. ED 171 819)

The task of graduating educationally disadvantaged students from an institution of higher learning is difficult. This difficulty is compounded because the special needs of these students are largely ignored by the institutions they attend. With the help of academic advising and other self-help programs, especially during the freshman year, many of the problems that students face can be avoided. The role of the academic advisor, in particular, in helping the minority student succeed in higher education cannot be overemphasized. Academic advising provides educationally disadvantaged students with the opportunity of obtaining equal education by providing both academic and emotional support.

Sena, E. The organization and administration of guidance and counseling services for Chicano students. *Journal of Non-White Concerns in Personnel and Guidance*, 1979, *7*, 138-143.

A Chicano counseling program must provide many services for Chicano students. Academic advising is the vehicle for making contact with full-time students in their primary role as students, and for entering Chicano freshmen it should be handled through the Chicano counseling office. The awareness of the Chicano counselor of the special needs of these students can prevent many problems from developing. Other activities should include personal counseling, career counseling, and a tutorial service.

Walter, L. M. Lifeline to the underprepared: successful academic advising. *Improving College and University Teaching*, 30, No. 4.

This article examines several important questions regarding underprepared students and provides some practical suggestions for advisors working with this group of students.

Wells, T. L. The development of an inter-institutional model for a non-traditional advising system for non-traditional students. (Doctoral dissertation, The University of Alabama, 1976) *Dissertation Abstracts International*, 1977, *37*, 7476A. (University Microfilms No. 77-12,252)

A conceptualized model was generated through information gathered from a literature review, by communicating with nationally prominent leaders in non-traditional education, by visiting institutions involved in non-traditional education, and by contacting selected adult learners. The model consists of five major sections; a planning model for the development of an inter-institutional advising system for non-traditional students, an administrative structures model, a service-client interaction process model, a selection process for personnel, and a personnel training model. The structures and procedures also provide guidelines for the implementation of the system.

Winston, E. V. A. Advising minority students. *Integrated Education*, 1976, *14* (4), 22-23.

Minority group students want to establish close relationships with their academic advisors because such students face many adjustment problems. However, minority students and academic advisors frequently have very different perceptions of the functions of the university and the role of the student. It is in the interest of the university to provide incentives for faculty if it wants them to acquire the expertise necessary for advising minority group students and effecting better interpersonal relations. The faculty member must broaden his role and the student must avoid sterotyping and patronizing his counselor. We need a tripartite approach to the problem which at present is seen as a matter of alienating encounters between individual faculty members and individual students.

Delivery of Advising Services

Crockett, D. S. Academic Advising Delivery Systems. *New directions for student services: developmental approaches to academic advising* (17). San Francisco: Jossey-Bass, 1982.

This chapter presents an overview of a variety of academic advising delivery systems. The author presents current approaches to academic advisement, factors to consider when selecting a delivery system, various delivery models, and essential components common to any advising system. The chapter concludes by depicting a model delivery system that incorporates a combination of delivery models.

Habley, W. R. Organizational structures for academic advising: models and implications. *Journal of College Student Personnel*, November 1983.

Seven organizational models for advising are described, and ten practical implications are presented to provide a framework for research on the effectiveness of each of the models.

Faculty Advising

Dressel, F. B. The faculty adviser. *Improving College and University Teaching,* 1974, *22,* 57-58.

> Faculty advising systems are based on the assumptions that faculty members are interested, are the most appropriate persons to guide students in course selection, and are knowledgeable enough to help students through the maze of requirements; also that it is the most financially feasible way, and that students want advice from faculty. One alternative to a faculty advising system would be to develop within each college or school a staff of full-time advisers. They would be above clerical status but not at faculty level and would go through intensive training. Advantages of such a system would make the cost worthwhile.

Hardee, M. D. *Faculty advising in colleges and universities.* Washington, D.C.: American College Personnel Association, 1970.

> The role of the faculty advisor is a tridimensional activity which involves knowing the purposes of the institution, understanding the purposes of the student, and facilitating the student's learning. To dispatch the specific tasks of advising, inservice training must be provided.

Johnson, C. W. Faculty advising of students: important, neglected, some alternatives. *College Student Journal,* 1979, *13,* 328-331.

> Faculty advising has been an important but neglected area of student development. Advisors typically are not trained in advising, advising has received low priority in the administrative reward structure, and there has been little research to provide direction for change. Research indicates that some approaches have had beneficial effects upon the quality of advising. Training in counseling related communication skills, use of student advisors, initiating and scheduling meetings with advisees at the beginning of the academic year, and increased priority of advising as a means for improving student performance all hold promise for effectively promoting student development.

Kramer, H. C., & Gardner, R. E. *Advising by faculty.* Washington, D.C.: National Education Association, 1977.

> Fundamentally, advising is clearing up confusion. Based on this premise, a working definition involves recognizing advisor and advisee roles and making an appropriate response to advisee needs. The theory and process of advising are spelled out, and model conversations show the theory in practice.

Raskin, M. Critical issue: faculty advising. *Peabody Journal of Education,* 1979, *52,* 99-108.

> A review of the history and literature of academic advising reveals a lack of agreement on the definition and role of faculty advising but that in most cases academic advising is limited to information about courses and registration. Some attempts have been made to include career planning. There are many systems of advising but as yet no one has developed a cost-effective model.

Peer Advising

Habley, W. R. The advantages and disadvantages of using students as academic advisors. *NASPA Journal,* 1979, *17*(1), 46-51.

> Using undergraduates as academic advisors can be effective but administrators need to consider the implications for the total advising program of involving paraprofessionals. The advantages are many, including effectiveness, economy, availability. The disadvantages—such as lack of continuity, accountability, objectivity—can be minimized by carefully defining the role of a paraprofessional and by systematic planning for selection, training, and supervision.

Computer Assisted Advising

Aitken, C. E., & Conrad, C. F. Improving academic advising through computerization. *College and University,* 1977, *53,* 115-123.

> Faculty advisors and undergraduate students at the University of Denver are provided with a computerized document entitled Academic Progress Report (APR). Organized by degree requirements, the APR lists all individual courses completed by the student and includes course credits and grades. It also lists, through the use of messages, the remaining hours to be completed. Evaluation showed that despite some problems in implementing the APR, student and faculty satisfaction and a reduction in advising errors point to the effectiveness of the computerized system.

Computer assisted advisement at Brigham Young University. *College and University,* 1976, *51,* 622-624.

> The advisement system is divided into three parts. The first, at the pre-application stage, is a card file which allows a student to explore major fields offered at BYU and get a view of relevant requirements. The second is the on-line pre-college advisement program. It consists of a portable teleprocessing terminal which an Admissions Officer can take to a school visitation, giving a prospective student a simulated admissions process. The third stage allows an enrolled student to monitor progress, explore courses, and investigate major fields of study, with a paraprofessional assisting in the use of the on-line terminal. A student always has access to a faculty member or dean for further discussion.

Lamb, M. G., & Lester, L. J. A new approach to an old mission: computerized course advising for college students. *Educational Technology,* 1980, *20*(9), 43-45.

> Kapiolani Community College initiated SAM, Self-Advising Materials, as a response to problems caused by an increased advising load. It was developed to provide information to students who could themselves then select proper courses to meet their educational

goals. The program provides data from the student's cumulative record file, a master placement test file, and a special instructions and program sequence file. SAM has been shown to be a compatible addition to the advising system, allowing staff more time to consult with underprepared students.

Spencer, R. W., Peterson, E. D., and Kramer, G. L. Designing and implementing a computer-assisted academic advising program. *Journal of College Student Personnel,* November 1983.

This article presents a checklist for designing and implementing a computer-assisted academic advisement program and discusses ideal capabilities, benefits, and potential for the future.

Advising Centers

Higbee, M. T. Student advisement centers: a timely idea. *Improving College and University Teaching,* 1979, *27* (1), 47-48.

Faculty members have little time to spend on advising and many see little reward for it. A solution would be to establish an advisement center staffed with professional advisors whose sole responsibility would be academic advising. They would be well-trained and up-to-date on academic matters as well as being people who could relate to students' needs. Part of their job would be to maintain student records. Such a center would be a way of according academic advising the attention and resources it deserves.

Siewert, J. A. The Academic Counseling Center: a centralized advising and counseling concept. *Journal of College Student Personnel,* 1975, *16,* 163-164.

The Center is staffed by two full-time counselors, one having primary responsibility for minority students, and by four faculty members who participate on a released-time basis from their regular teaching duties. The selection and training of faculty advisors is of critical importance. The counselors and advisors respond at all levels of personal, vocational, and academic decision making. Of particular concern is the increasing number of undecided students. Student response to the Center has been gratifying. Academic advising and counseling have definitely improved; however, the incorporation of personal and academic counseling needs to be strengthened. Counselors and advisors must work more closely in the assessment of emotional difficulties leading to academic problems.

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